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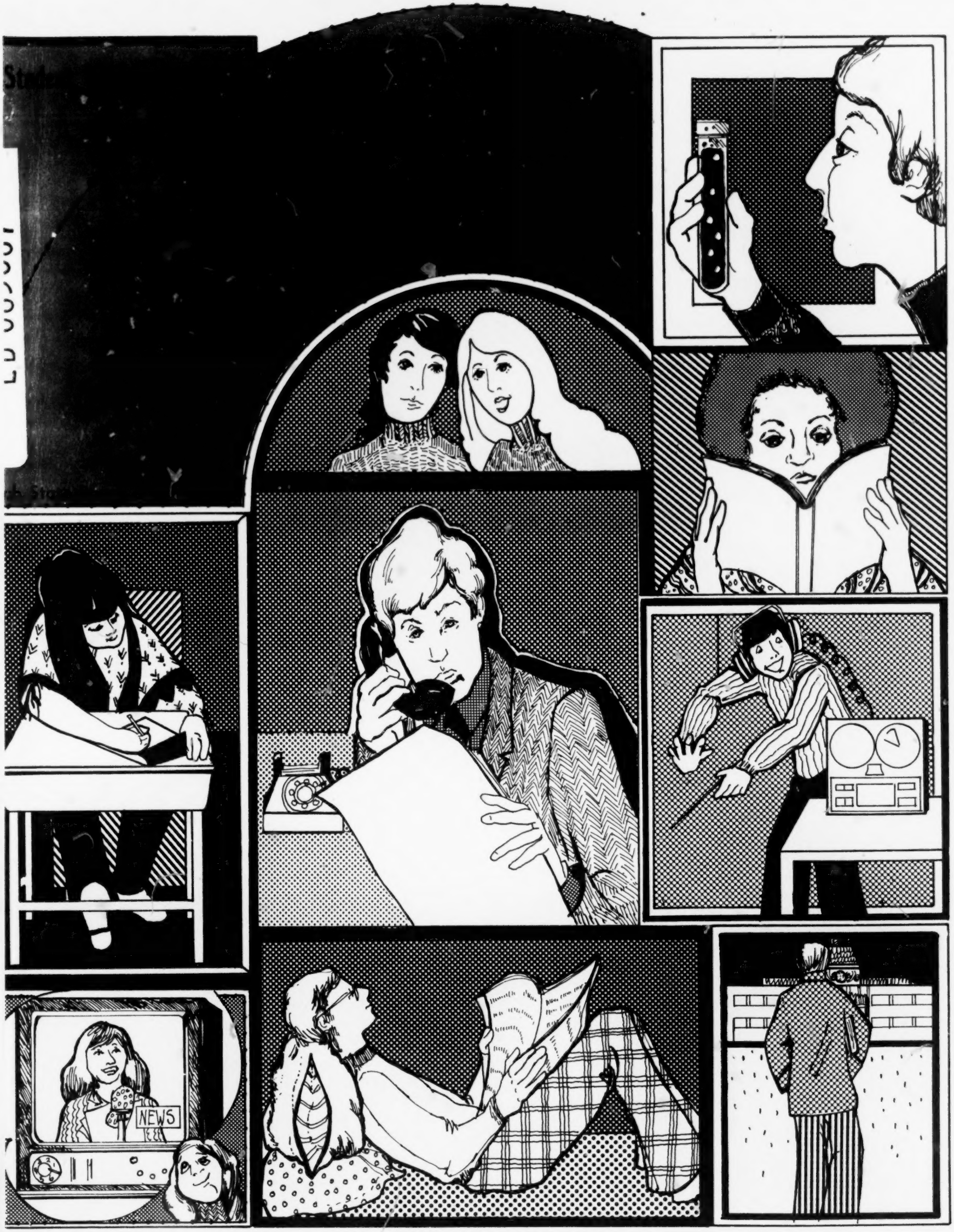
ABSTRACT

This tentative student workbook provides occupational guidance for students in Grades 7, 8, and 9 by means of nine units focusing on self appraisal, general educational and vocational awareness, and specific career and school planning. A wide variety of worksheets includes reading materials, tests, vocabulary lists, games, check lists, and resource materials. This manual, written by a teacher with the aid of guidance specialists, is correlated with a curriculum guide, available as VT 016 136 in this issue. (AG)


NEWS

ED 065687

Junior High Career Guidance Curriculum -

STUDENT-CENTERED OCCUPATIONAL PREPARATION AND EXPLORATION (SCOPE)

Student Workbook

Written by Kolene M. Granger

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EDUCATION & WELFARE
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INTRODUCTION

The material contained herein is aimed at the occupational guidance of the seventh, eighth, and ninth grade student; however, portions of it are also appropriate for other grade levels. The materials have been written by Kolene M. Granger, with guidance from R. Russell Whitaker and Lynn Jensen, State Career Guidance Specialists, and in consultation with Dr. Michael R. Bertoch, Associate Professor, Psychology, Utah State University.

This material is intended to be used with the Teacher Supplement. It is recommended that before using these materials you refer to the "Guide for Use of the Teacher Supplement and Student Workbook" on page 6 in the Teacher Supplement. Particular attention should be paid to the "Organization of the Lessons" on page 8, which should be read thoroughly and carefully.

The uses for the materials in the Student Workbook are specifically suggested in the lesson activities of each of the lessons in the Teacher Supplement.

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501

UNIT 1

Lesson 1

USE OF EQUIPMENT

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VOCABULARY

Define:

Transparency

Remote Control

Adjust

Focus

Listening Station

Frame (verb)

Microfilm

Monitor

Vertical

Horizontal

Audio-Visual

SEQUENTIAL CHECK LIST FOR MACHINES*

Level A

1. Check List for Filmstrip Viewer

_____ a. Thread filmstrip
_____ b. Turn on light
_____ c. View filmstrip
_____ d. Turn off light
_____ e. Rewind filmstrip
_____ f. Return viewer to shelf

2. Check List for Record Player

_____ a. Handle record
_____ b. Start turntable
_____ c. Select speed
_____ d. Lower arm
_____ e. Adjust volume
_____ f. Adjust tone
_____ g. Use instant stop
_____ h. Properly replace arm
_____ i. Replace lid
_____ j. Return to shelf

3. Check List for Overhead Projector

_____ a. Turn on
_____ b. Adjust light on screen
_____ c. Place transparency on projector
_____ d. Adjust focus
_____ e. Turn off light and cool
_____ f. Return to proper place

Level B

1. Check List for Cassette Tape Recorder

_____ a. Insert cassette
_____ b. Play
_____ c. Stop
_____ d. Rewind
_____ e. Record
_____ f. Remote control
_____ g. Fast forward
_____ h. Return to shelf

*Level A equipment should be learned before Level B equipment, B before C and so on. However, 1 need not be learned before 2, or 2 before 3, etc.

2. Check List for Filmstrip Projector

_____ a. Load film in holder
_____ b. Thread film
_____ c. Turn on motor
_____ d. Turn on light
_____ e. Frame
_____ f. Focus
_____ g. Rewind
_____ h. Cool
_____ i. Shut off motor
_____ j. Replace on shelf

3. Check List for Listening Station and Earphones

_____ a. Attach record player to listening station
_____ b. Attach earphone
_____ c. Adjust volume
_____ d. Remove record player
_____ e. Attach tape recorder to listening station
_____ f. Adjust volume
_____ g. Replace all equipment

4. Check List for Slide Projector

_____ a. Insert slides
_____ b. Turn on motor
_____ c. Turn on light
_____ d. Adjust height of projector
_____ e. Focus
_____ f. Change slides
_____ g. Use remote control
_____ h. Remove slides
_____ i. Cool
_____ j. Replace equipment

5. Check List for Super 8mm Film-loop Projector

_____ a. Insert cartridge
_____ b. Start projector
_____ c. Frame
_____ d. Focus
_____ e. Normal light
_____ f. Bright light
_____ g. Remove cartridge and put away
_____ h. Return projector to shelf

Level C

1. Check List for Microfilm Reader or Viewer (simple machine to use, but use of VIEW cards is more appropriate to level C)

_____ a. Turn on
_____ b. Select card

Level C - 1. (Continued)

_____ c. Load card
_____ d. Focus and scan
_____ e. Replace card
_____ f. Turn off
_____ g. Replace cover

2. Check List for Reel-to-Reel Tape Recorder

_____ a. Turn on recorder
_____ b. Thread tape
_____ c. Plug in mike
_____ d. Record
_____ e. Adjust record level
_____ f. Rewind
_____ g. Play
_____ h. Fast
_____ i. Use public address
_____ j. Replace lid

3. Check List for 35mm Slide Camera

_____ a. Insert film (adjust for correct APA)
_____ b. Close back securely
_____ c. Wind film up a few turns
_____ d. Read light meter
_____ e. Adjust lens opening and speed
_____ f. Focus
_____ g. Take picture
_____ h. Wind
_____ i. Rewind (as though film is completed)
_____ j. Remove film

4. Check List for Movie Projector (16mm auto-load)

_____ a. Set up arms
_____ b. Prepare to thread
_____ c. Thread
_____ d. Adjust sound
_____ e. Focus
_____ f. Reverse
_____ g. Rewind
_____ h. Close machine

5. Check List for Movie Projector (16mm, manual-load)

_____ a. Thread
_____ b. Turn on
_____ c. Sound
_____ d. Frame
_____ e. Focus
_____ f. Rewind
_____ g. Close machine and replace

6. Check List for T.M. Desk Drawer Microform (Microprojector)

_____ a. Turn on
_____ b. Insert microfilm
_____ c. Focus
_____ d. Use adapters for filmstrips and slides
_____ e. Cool
_____ f. Turn off

Level D

1. Check List for Sound-On-Slide Projector and Recorder

_____ a. Insert slides in tray
_____ b. Insert tray
_____ c. Light on
_____ d. Focus
_____ e. Insert slide
_____ f. Record on slide (adjust sound level, mike)
_____ g. Play back
_____ h. Erase sound on slide
_____ i. Remove tray
_____ j. Cool machine
_____ k. Replace machine

2. Check List for Video Tape Recorder, Camera and Monitor

Camera
_____ a. Attach to monitor and recorder
_____ b. Turn on
_____ c. Remove lens cover
_____ d. Focus (adjust height, etc.)
_____ e. Practice filming
_____ f. Turn off
_____ g. Replace lens cover

Tape Recorder
_____ a. Insert tape
_____ b. Turn on
_____ c. Adjust volume
_____ d. Make sure it is attached to camera and monitor
_____ e. Record
_____ f. Rewind
_____ g. Play back
_____ h. Fast forward
_____ i. Erase

Monitor
_____ a. Make sure it is attached to recorder and camera
_____ b. Turn on
_____ c. Focus (adjust image)
_____ d. Experiment with vertical, horizontal, black and white
_____ e. Turn off

3. You may also wish to include in Level D the 8mm camera and projector.

C E R T I F I C A T E O F P R O F I C I E N C Y

This certifies that _____ has completed a special audio-visual instruction unit and is proficient in the operation and care of the following equipment:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signed:

_____

Date:

_____

UNIT 1

Lesson 2

USE OF KITS AND RELATED INFORMATION

Contents — Page Number

Sample Instruction-Organization Sheets:

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INSTRUCTION - ORGANIZATION SHEETS

UTAH JOB GUIDES

This sheet is to aid you in the use of the Utah Job Guides, which are in the blue-grey binders (2).

A. In the front of each binder is an alphabetical index of the various occupations to be found in that binder. The occupations are in the same order in the binder as they are in the index.

B. Opposite each occupation is a number, such as:

Agricultural Aid - 421.384

This number is the one assigned to that occupation by the Dictionary of Occupational Titles.

C. The following information may be found in these Utah Job Guides:

1. Nature of the work and description of occupation tasks basic to the job.
2. Geographical location of jobs in Utah.
3. The education, training, and personal requirements.
4. The earnings which are in Utah.
5. Employment outlook
6. Location of more occupational and career guidance information.

VIEW

I. A. These are not the cards, but the pages bound with yellow covers.

B. This information represents nearly all of the vocations in Utah which do not require a degree and which employ a substantial number of individuals.

C. The contents are listed alphabetically in the front. After each occupation is a set number. These "sets" are arranged numerically, i.e., 1, 2, 3, 4, etc.

D. The following information is given about each occupation:

1. Information about job duties.
2. Aptitudes needed for success in the occupation.
3. High school subjects needed.
4. Salaries expected
5. Working conditions
6. Locations in Utah where most workers are employed.
7. Number of workers presently in the field.
8. Number of workers needed in the future.
9. Advancement prospects.

II. Instructions for the use of the VIEW Deck (microfilm cards) should accompany your VIEW Deck when you obtain it from the State Department.

INSTRUCTION - ORGANIZATION SHEET FOR VIEW DECK

"VIEW"

Vocational Information for Education and Work

Following is a list of categories that can be used to find information about occupations in which you might be interested. There are three "categories" and each one allows you to approach the problem of finding occupational information in a different way.

Read carefully and follow the instructions given below:

GENERAL INSTRUCTIONS:

1. Make certain the beveled edges of all the cards are lined up. If any cards are out of place, pull them out, and rearrange them so the edges all line up. (The cards need not be in any kind of order, only the beveled edges.)

2. Place the cards in front of you so the printing and information is facing you.

3. Notice the cards have numbers along the top and bottom edges. The top is numbered from 1 to 40, and the bottom is numbered 41 to 80.

4. These numbers are helpful to you in selecting various jobs.

More instructions will be given after you read the following information:

1. Have you definitely chosen an occupation? If you have, see "Category I".

2. Do you have a general idea what you want to do or in what broad vocational field you want to work? If you have, see "Category II".

3. If you haven't chosen a definite profession, but you have an interest in a certain type of work, or a special ability, or you know what job characteristic does or does not interest you, see "Category III".

CATEGORY I - OCCUPATIONAL TITLES

Instructions:

1. Let us assume you have chosen to read about a Taxi Driver. If you sort through the cards, taking out all those with either the number 20 or the number 3 (T for taxi driver, the 20th letter, or C for cab driver, the 3rd letter) marked, you will find taxi driver among them. Also, all other occupations beginning with C or T will be selected, but your search will be narrowed.

2. Put the selected card in the VIEW reader, as instructed there, and read or print the information.

CONVERSION OF LETTERS TO NUMBERS

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

CATEGORY II - GENERAL VOCATIONAL FIELDS

Instructions:

1. From the list below, select the field which interests you and take out all the cards with the corresponding number marked as noted below.

2. Of the cards selected, put the ones you want into the VIEW reader, as instructed, and read or print the information. You may wish to narrow down the number by selecting out interests, abilities or job characteristics which may or may not appeal to you. See "Category III" for these items.

3. When you are finished with the cards, just return them to the deck.

CONVERSION OF VOCATIONAL FIELDS TO NUMBERS

Office Occupations. . . . (27)

Agricultural Occupations..(28)

Distributive Occupations..(29)

Technical Occupations

Industrial. . . . . (30)

Trade and Industrial Occupations

Building. . . . . .(33)

Automotive. . . . . .(34)

Electrical. . . . . .(35)

Metal. . . . . (36)

Medical . . . . . .(31)

Scientific. . . . . .(32)

Other . . . . . .(37)

Home Economics Occupations. . .(38)

CATEGORY III - YOUR INTERESTS, ABILITIES, AND JOB CHARACTERISTICS

Instructions:

1. From the list below, select the characteristic, ability, or interest you have and take out all the cards with the corresponding number marked as noted below.

2. You may wish to narrow down the number of cards by making several selections, to do this, chose another number from the list, and from your original selection of cards, sort out those with the second number. This can be done several times if you so choose.

3. Of the cards selected, put the ones you want into the VIEW reader, as instructed, and read or print the information.

4. When you are finished with a card just return it to the deck.

CONVERSION OF JOB CHARACTERISTICS TO NUMBERS

Desk Work . . . . . .(39)

Indoor Work . . . . . .(40)

Out-of-doors Work . . . . . .(41)

Use Heavy Equipment . . . . . .(42)

One's own tools necessary . . . .(43)

Repair Work of any kind . . . . .(44)

Manual work or dexterity. . . . .(45)

License required . . . . . .(46)

Training desirable:

High School . . . . . (47)

Some post high school . . . (48)

Two years post high school. (49)

Apprenticeship . . . . . .(50)

Light Physical Activity . . . . .(51)

Artwork . . . . . .(60)

Writing . . . . . .(61)

Mathematics . . . . . .(62)

Chemistry . . . . . .(63)

Electricity . . . . . .(64)

Working with wood . . . . . .(65)

Working with Glass or Ceramics. .(66)

Working with Metals or Plastics .(67)

Operating machinery (large-small)(68)

Building or making things . . . .(69)

Physical stamina required . . . .(70)

Handicap . . . . . (71)

Confidential or secret work. . . (72)

Non seasonal . . . . . (73)

Shift Work . . . . . (52)

Travel necessary . . . . . (53)

Related to Biological Science. (54)

Related to Physical . . . . . .(55)

Association with other workers.(56)

Selling . . . . . .(57)

Constant Variety . . . . . (58)

Following a Routine. . . . . (59)

Domestic interests . . . . . (38)

Working with adults and children (74)

Working mostly alone . . . . . (75)

Work done mostly by women. . . . (76)

Provide a service to people. . . (77)

Working with poor or handicapped (78)

Working with animals. . . . . .(79)

WIDENING OCCUPATIONAL ROLES KIT - W.O.R.K.

This sheet is to aid you in the use of the W.O.R.K. Kit.

A. The 400 Junior Occupational Briefs in the kit have been arranged in three sections. The arrangement is based on three major interests that people have, and each section is indicated by a special color:
   1. Jobs primarily dealing with THINGS - Blue.
   2. Jobs primarily dealing with PEOPLE or ANIMALS - Pink.
   3. Jobs primarily dealing with IDEAS - Green.

   In WORK each job is classified according to the interest that is generally considered to be the primary or major one.

B. The briefs in each section have been arranged according to educational levels. On each brief, in the upper left-hand corner, is a color bar. Three different sizes of bar are used, with each size indicating the amount of education required for the job:
   1. The smallest color bar indicates jobs requiring high school or less.
   2. The next size bar indicates jobs requiring high school plus special training.
   3. The largest bar indicates jobs requiring college graduation or graduate school.

C. At the front of each section is a card which indicates which briefs are in that section. The briefs are arranged ALPHABETICALLY within the various color and educational groupings.

D. In the front of the kit are an index and a table of contents, both of which will help you in locating any occupations you are searching for.

E. The occupational briefs give a story-like description of the job. On the last page some important facts about the job are given, such as:

   Education
   High School Courses
   Special Training
   Where Jobs Are Found
   Getting Ahead
   Getting Started
   Earnings
   Number of Hours
   Number of Workers
   Union
   Future

   Also indicated are other ways of finding out about the job.

OCCUPATIONAL GUIDANCE BOOKLETS

This sheet is to aid you in the use of the Occupational Guidance Booklets, published by the Finney Company.

A. Use the index to locate the occupation you are interested in.
   1. The index arranges the occupations alphabetically.
   2. Listed after each occupation are the unit number, volume number, and number of the occupation.
      (Note: If the index states Unit 2A, this is the same as Unit 2B)

B. After locating the occupation you are interested in, in the index, locate the occupation in the correct booklet.
   1. At the top of each booklet are the unit number and volume number.
      a. There are five units: 1B, 2B, 3A, 4A, and 5A.
      b. There are eight volumes in each unit. A booklet is the same as a volume.
   2. On the right side of the front page of each booklet, or volume, are listed the various occupations to be found in that volume. There are 20 occupations listed in each volume. They are found in the volume in the order they are listed on the front.

C. Each booklet gives the following information about each occupation:
   1. Description of work
   2. Earnings
   3. History of Occupation
   4. Working Conditions
   5. Hours of Work
   6. Ability Required
   7. Temperament Required
   8. Education and Training Required
   9. Finances Required Before Earning
   10. Financial Aids
   11. Attractive Features
   12. Disadvantages
   13. Outlook for the Future
   14. Licensing, Unions, Organizations
   15. Suggested High School Activities
   16. Suggested Courses in High School
   17. Methods to Enter Work
   18. Free Information Material
   19. Purchasable Material
   20. Visual Aids
   21. Testing Your Interests

The booklets have the following colors:

Yellow = Vol. I
Blue = Vol. II
Green = Vol. III
Gold = Vol. IV
Grey = Vol. V
Purple = Vol. VI
Brown = Vol. VII
Orange = Vol. VIII

DESK-TOP CAREER KIT

This sheet is to aid you in the use of the Career Desk-Top Kit, which is in the green box.

A. In the front of the Kit, behind the label CROSS REFERENCE BOOKLET, is a small booklet entitled Cross References for Careers Desk-Top Kit.

1. In this booklet the various occupations are arranged alphabetically with a number after the name of the occupation. This number indicates approximately where you may find that occupation in the kit. The numbers are sequential, thus number 160 will fall between 159 and 161.

2. After the occupation in this booklet, it may say "See also..." The occupations then listed are related and in the same job family as the main occupation.

B. In this kit are:

1. In the center in red print are tabs representing the major occupational fields such as:
200-249 - Clerical Career

2. On the left-hand side are headings of job families; occupations which logically go together, such as:
020-029 - Physical Science and Math Careers (Green Tabs)

3. On the right-hand side are those careers which logically fall under the heading on the left, such as:
020 - Mathematicians
022 - Chemists (Blue Tabs)
023 - Physicists

4. The information found behind the heading 020 - Mathematician, may deal with many related mathematical occupations, such as:
Statician
Actuary
Programmer
Computer Personnel

C. Among the information provided are Career Summaries. They give the following information:

Duties
Working Conditions
Personal Requirements
Education
Earnings
Outlook
While in High School
Advantages and Disadvantages
Related Careers
For Further Information
Acknowledgments

D. The grouping of these various occupations is based upon the D.O.T. (Dictionary of Occupational Titles.)

CAREER INFORMATION KIT

This sheet is to aid you in the use of the Career Information Kit, which is in the grey, two-drawer file cabinet.

A. See the Index in the front of the file. Starting on page 3 is an alphabetized list of common job titles, followed by the file number.

B. Folders are arranged in the kit in numerical sequence, such as 100, 101, 102, 103, and so on. In the 100 series the numbers run through 127; in 200, through 207; in 300, through 304; in 400, through 406; in 500, through 505; and in 600, through 617.

C. Many folders have a number with a small letter alphabetical designation added to it. These folders are filed immediately following their numbers in alphabetical order; for example, 404, 404a, 404b, and so on.

D. File folders number 100, 200, 300, 400, 500, and 600 represent the major occupational fields, such as:

200 Clerical and Related Occupations

These folders have CENTER tabs printed in BLUE.

E. Folders with other numbers, but without an appended letter, represent the first subdivision of occupations and reflect job family relationships, such as:

202 Clerking

These folders have LEFT-HAND tabs printed in OLIVE, and are in alphabetical as well as numerical order.

F. Folders with a number-plus-letter designation represent the second occupational subdivision--specific job titles, such as:

202a Shipping and Receiving Clerks

These folders have RIGHT-HAND tabs printed in RED and are also arranged in alphabetical order.

G. In the folders are occupational briefs, among other information. They give the following:

History of Job
How You Will Fit In
Training and Education
Different Fields Available
How to Begin
Earnings
Additional Information
Selected References

CHRONICLE CAREER KIT

This sheet is to aid you in the use of the Chronicle Career Kit, which is in the middle, two-drawer brown file cabinet.

A. This kit is based on The Dictionary of Occupational Titles. Coding is the same.

B. The ten main divisions are in the first (left-hand) position and are printed in black. They are: (Called the Major Occupational Groups)
   1. 0-00 thru 0-39 Professional
   2. 0-40 thru 0-69 Semi-Professional
   3. 0-70 thru 0-99 Managerial and Official
   4. 1-00 thru 1-49 Clerical and Kindred
   5. 1-50 thru 1-99 Sales and Kindred
   6. 2-00 thru 2-99 Service
   7. 3-00 thru 3-99 Agriculture, Horticulture, Fishing, Forestry
   8. 4-00 thru 5-99 Skilled Occupations
   9. 6-00 thru 7-99 Semi-Skilled Occupations
   10. 8-00 thru 8-99 Unskilled Occupations

C. The first subdivision is in the center position and contains 106 folders printed in blue. These are called the Occupational Divisions. They have the same number of digits in their codes as the Major Occupational Groups. For example: 0-06 Writing (a subdivision of the Major Group 0-00 thru 0-39 Professional).

D. The second subdivision is in the right-hand position and contains 215 folders printed in red. These are called the Specific Occupational Titles, and they have codes of 5 digits, one to the left of the dash, two digits between the dash and the decimal and two digits to the right of the decimal. For example: 0-06.71 Reporter (a subdivision of 0-06 Writing).

E. In the front of the Kit are six cards. They show what is in each of the above-mentioned divisions, and they also contain <u>a cross-reference which lists each occupation alphabetically</u>.

F. The coding in the kit is sequential, that is to say, 5-13.45 would be followed by 5-13.46, 5-14, 6-00, etc.
Here is an example of the breakdown:

0-40 thru 0-69 Semi-Professional Occupations
  0-43 Decorators
    0-43.30 Display Man
    0-43.40 Interior Decorator

G. There are various materials in the folders. Among them are Chronicle Occupational Briefs which contain the following: Definition, Work Performed, Working Conditions, Hours, Earnings, Personal Requirements. Training Requirements, Training Opportunities, Outlook, Methods of Entry, For Further Reading, Acknowledgments.

Name _____
Period _____
Date _____

UTAH JOB GUIDES TEST

Points

1. What color are the binders which contain the Utah Job Guides? 1

2. Both the index and the Job Guides are arranged in _____ order. 1

3. What does the number opposite each occupation in the index indicate? 1

4. Name 4 things the Utah Job Guides tell you about the various occupations? 4

   a.

   b.

   c.

   d.

Total points = 7

Name _____
Period _____
Date _____

VIEW TEST (BOOKS) Points

1. VIEW is bound by what color covers? 1

2. Does VIEW tell about occupations which require a college education? 1

3. How are the occupations listed in the index? 1

4. What does the number after each occupation in the index indicate? 1

5. List 3 topics about which information is given. 3

   a.

   b.

   c.

Total points = 7

Name _____
Period _____
Date _____

WIDENING OCCUPATIONAL ROLES KIT TEST — Points

1. Name the 3 sections into which the kit has been arranged. Then by each section list the color that goes with that section. — 6

   a.

   b.

   c.

2. In the WORK Kit each job is classified according to the interest that is generally considered to be the _____ one. — 1

3. Explain the 3 educational levels and how to identify them on the Occupational Briefs. — 6

   a.

   b.

   c.

4. Within the various color and educational groupings, the briefs are arranged in _____ order. — 1

5. Is there an Index in the front of the Kit? — 1

6. List 3 kinds of facts which are given about each job. — 3

   a.

   b.

   c.

Total Points = 18

Name _____
Period _____
Date _____

OCCUPATIONAL GUIDANCE BOOKLETS TEST — Points

1. How is the index to these booklets arranged? What do you use it for? — 2

2. Listed after the occupation in the index there are three numbers. What do they represent? — 3

   a.

   b.

   c.

3. There are _____ units. — 1

4. There are _____ volumes in each unit. — 1

5. There are _____ occupations found in each _____. — 2

6. List 4 topics of information to be found about each occupation. — 4

   a.

   b.

   c.

   d.

Total points = 13

Name _____
Period _____
Date _____

DESK-TOP CAREER KIT TEST

		Points
1.	Where is this kit located in the lab?	1
2.	Where can you find the booklet entitled "Cross References for Career Desk-Top Kit?"	1
3.	What can you find in this booklet that will help you in using the kit?	1
4.	If, after listing an occupation in the Cross-Reference, it says "See also..." and then lists other occupations, what does this tell you?	1
5.	In this kit, in the center, are tabs representing _____; they are _____ (color).	2
6.	In this kit, on the left-hand side are tabs representing _____; they are _____ (color).	2
7.	On the right-hand side are tabs representing _____ _____; they are _____ (color).	2
8.	The information found behind the headings on the right-hand side may deal with _____.	1
9.	Name 3 topics of information to be found in the Career Summaries.	3
	a.	
	b.	
	c.	
10.	The groupings of these various occupations are based on what book?	1

Total points = 15

Name _____ Period _____
Date _____

CAREER INFORMATION KIT TEST — Points

1. Which file is the Career Information Kit found in? — 1

2. Of what importance is the index in the front of the file? — 2

   How would you use it?

3. Folders are arranged in the kit in _____ sequence, such as _____. (Give an example) — 2

4. In this kit what number would come before, and what number might come after 404a? _____ 404a _____. — 2

5. What numbers represent the major occupational fields? — 8

   _____ _____ _____ _____ _____ _____

   Where are the tabs located on the folders representing the major occupational fields?

   What color are they printed in?

6. Folders with numbers other than those listed in 5, above, but without a, b, or c, after the number, represent — 5

   _____

   These folders have tabs on what side?

   What color are these tabs printed in?

   These folders are in _____ as well as _____ order.

7. Folders with a number plus a letter, such as 201a, represent — 3

   _____

   The tabs of these folders are on the _____ side of the kit, and are printed in _____ color.

8. Name 3 types of information which can be found in the Occupational Briefs found in this kit. — 3

   a.

   b.

   c.

_____

Total points = 26

Name _____ Date _____
Period _____

CHRONICLE CAREER KIT TEST — Points

1. Upon the coding of what book is this kit based? — 1

2. List the ten major occupational groups. — 10

   a. f.

   b. g.

   c. h.

   d. i.

   e. j.

3. These ten groups or divisions are in the _____ position and are printed in _____. (Color) — 2

4. The first subdivisions are called the _____ Divisions. They are in the _____ position, and the folders are printed in _____. (Color) There are _____ digits (numbers) in their codes. — 4

5. The second subdivision is in the _____ position, and the folders are printed in _____. (Color) These folders in the second subdivision are called the _____. Their codes have _____ digits (numbers). — 4

6. Where is the index located. Describe the index. (What does it look like?) — 2

7. In the index is a cross-reference which lists each occupation _____. — 1

8. Arrange the following numbers in the order that they would be found in the kit: 4-12.32; 1-04; 4-12; 1-03.36; 5-47; 1-03.37. — 1

9. List three topics of information which can be found in the Chronicle Occupational Briefs. — 3

   a.

   b.

   c.

30

Total points = 28

SAMPLE WORKSHEET FOR LEVEL A

Problem: I like to work with my hands--putting together model rockets, fixing broken appliances around the house, and helping my Dad work on the car.

Which major area of jobs would I want to read about in the WORK Kit? _____

What are 5 different jobs this area mentions? _____ _____
_____ _____ _____

I think I want at least education at the level of high school plus technical training.

Can you list 5 more jobs in this area at that level of education?_____
_____ _____ _____ _____

I've decided I want a job in a big city that has to do with some sort of vehicle: planes, cars, trucks, buses.

Which of the Career Kits would be a good place for me to start looking for information? _____

From that Kit, list 5 jobs I might want to read more about: _____
_____ _____ _____ _____

Do any of these 5 jobs list other jobs as a cross-reference? Yes/No
If yes, list the cross-references for one of the jobs: _____
_____ _____ _____ _____

List two reasons you think that these jobs are grouped together in the cross-reference.
1.

2.

I discovered, in Volume I of the Encyclopedia of Career and Vocational Guidance, information about several industries or job families which I thought I ought to read.

List 4 job families or industries you think I ought to read about from Vol. I:
_____ _____ _____ _____

Read about one of the job families you have recommended to me and list 5 occupations that are mentioned--especially ones that go along with my interests and educational plans. _____ _____ _____
_____ _____

Which of those same occupations can I find mentioned in the WORK Kit and Career Kit which you chose?

JOB	WORK KIT	CAREER KIT
_____	_____	_____
_____	_____	_____
_____	_____	_____

Thank you for helping me find information about some job families and jobs that I might wish to study further. Maybe soon you'll get a change to do the same for a classmate.

SAMPLE WORKSHEET FOR LEVEL B

I've always wanted a job working with other people and helping people. I like work that is just a little bit challenging, not the same every hour of every day. I should expect that I will have the money to go to college or some technical school should I need to. I'm a girl.

List some Vocational Guidance Manuals and some Job Family Booklets you think I ought to read in order to help me make a good decision of a job family to study:

Vocational Guidance Manuals	Job Family Booklets
_____	_____
_____	_____
_____	_____

I've decided to read one Vocational Guidance Manual and one Job Family Booklet. Choose them for me: _____ _____

Would you list at least 5 different kinds of information to be found in each, i.e., what will they tell me about the jobs I might be interested in?

Vocational Guidance Manuals	Job Family Booklets
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Well, that sounds like just the information I might need.

What are 6 jobs the Job Family Booklet mentions? _____ _____
_____ _____ _____ _____

Choose, from the 6, 2 you think I'd be especially interested in. (Remember my educational plans.) _____ _____

I'd like to get more information about those two jobs. What information does the Handbook for Sources of Occupational Information have? List three things or items that I can send for:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Does the Educator's Guide to Free Guidance Materials have any additional films, filmstrips, pamphlets, etc. that the Handbook of Sources of Occupational Information didn't list? If so, list no more than 3 of them below:

_____	_____	_____
_____	_____	_____
_____	_____	_____

SAMPLE WORKSHEET FOR LEVEL C

Use the Occuscan and find 6 occupations which it indicates a female member of your group might be interested in: _____ _____

_____ _____ _____ _____

Are any of those jobs to be found in the VIEW materials? Yes/No
Which ones? _____ _____ _____

Are any of those 6 jobs mentioned in the Utah Job Guides? Yes/No
Which ones? _____ _____ _____

What specific training is required for each according to the Utah Job Guides?

Job		Training	
_____	_____	_____	_____
_____		_____	

Locate these 6 jobs in the Occupational Exploration Kit. Compare the advancement opportunities of each job:

Job		Advancement Opportunities	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What does the kit, Careers for Women say about the earnings for those of the 6 jobs which that kit lists?

Job		Earnings	
_____	_____	_____	_____
_____	_____	_____	_____

Now locate as many of the 6 jobs as you can in the Occupational Guidance Booklets. List the unit, volume, and job numbers of the booklets you found them in.

Job	Booklet	Job	Booklet
_____	_____	_____	_____
_____	_____	_____	_____

What is one disadvantage of each job, according to the Occupational Guidance Booklet?

Job	Disadvantage	Job	Disadvantage
_____	_____	_____	_____
_____	_____	_____	_____

Choose one of the jobs and list the addresses where free material is available about that job, according to the Occupational Guidance Booklet:

The member of your group ought to have some sort of experience with her chosen job. Choose a Job Experience Kit which is most like one of the jobs she has chosen. Administer the Job Experience Kit to her, have her work through it and then report the Kit's name and her score below.

Kit _____ Score _____

According to the manual, would she be successful in that occupation? Yes/No
What does she think, based on her score and the information acquired from the other kits?

SAMPLE WORKSHEET FOR LEVEL D

The Career Information Kit, Chronicle Career Kit, and Desk-Top Career Kit are all based on the filing system of the Dictionary of Occupational Titles to some extent.

Compare the numerical and color organization of all three kits:

	CAREER INFORMATION KIT		CHRONICLE		DESK-TOP	
	Number System	Color	Number System	Color	Number System	Color
Broad Occupational Field	_____	_____	_____	_____	_____	_____
Job Family	_____	_____	_____	_____	_____	_____
Specific Job Titles	_____	_____	_____	_____	_____	_____

There are approximately 9 or 10 broad occupational fields listed in each kit. Is there any difference between them (from kit to kit)? If so, list or explain what any difference is.

Pull an information brief from each kit that is about the same job.

Are they all located under the same broad occupation field and sam job family--only in different kits? Yes/No Mention any differences in location.

Now examine the three briefs.
List five types of information (different kinds of information, work conditions) that are the same in each brief:

_____ _____ _____

_____ _____

What information in the briefs will be most valuable for you in choosing a job?

Why?

UNIT 2

Lesson 1

HOBBIES

Contents

Page Number

Questions on Hobbies..... 531

QUESTIONS ON HOBBIES

Most of the following should be covered in your class presentation. Be sure that you leave enough time and allow the students to ask questions.

1. Is extensive travel involved?
2. What is the approximate cost involved to:

   Start
   Maintain
3. Is th re an educational idea or purpose involved?
4. How much time is involved to keep current?
5. Is there any special equipment needed? (Where is it available?)
6. Can the whole family get involved in this hobby?
7. Can this be carried out in this immediate area?
8. Could this develop into a vocation or an avocation?
9. Are there any special physical or mental abilities required?
10. Give some names and addresses of other people you know that are involved in the same hobby.
11. How did you become interested and why?

HOBBIES

Geology (Rock Hound)	Fossils, Rock-Climbing
Painting	Stamps, Antiques
Needle Point	Restoring Old Cars
Coins	Colored Bottle Collection
Coaching, Sports - Skiing, Ball	Sculpturing, Wood Carving
Music	Photography
Gun Collecting	Archery

Hobby Display - Set up tables in Auditorium or Gym

UNIT 2

Lesson 2

MY INTERESTS AND MY APTITUDES

Contents — Page Number

Interest Check List 533

Name _____
Period _____
Date _____

MY INTEREST CHECK LIST

My Favorite:

1. Sports: _____
2. Social Activities (parties, movies, etc.) _____

   _____
3. Radio programs: _____
4. TV programs: _____
5. Movies: _____
6. Books: _____
7. Magazines: _____
8. Clubs: _____
9. Jobs at home: _____
10. Hobbies: _____
11. Creative work (art, writing, dancing): _____

    _____
12. Part-time, money-earning jobs: _____

    _____
13. School subjects: _____

You may have so many interests that you need more space. So much the better.

This check list will help give you a good general picture of yourself.

UNIT 2

Lesson 3

INTEREST AND APTITUDE CLASSIFICATION

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Interpretation of the Occupational Interest Inventory..... 535

INTERPRETATION OF THE OCCUPATIONAL INTEREST INVENTORY

I. Fields of Interest - Major skills less than 70th percentile - Rejected skills greater than 30th percentile.

A. Personal-Social: People scoring high in this area like people and have a real desire to help others. Major occupations are 1) Domestic service 2) Personal service 3) Social service 4) Teaching 5) Law and law enforcement 6) Health and medical service (counseling, instruction, protection.)
B. Nature interests and activities of an outdoor nature are found in this field. Major jobs are: 1) Farming and ranching 2) Raising and caring for animals 3) Gardening and greenhouse care 4) Fish and game 5) Lumber and forestry (Raising animals and foods, conservation, and mining.)
C. Mechanical--Like to take things apart and put them back together. Curious about motors and machines. Major jobs are 1) Maintenance and repair 2) Machine operation and tending 3) Construction work 4) Designing 5) Bench work and crafts (Manufacturing, building, construction, and repair.)
D. Business: Interest in anything to do with the business world. Major jobs are: 1) Clerical 2) Shipping and distributing 3) Bookkeeping 4) Accounting 5) Selling and buying 6) Training 7) Management (Banking, secretary, finance, selling.)
E. Arts: Desire to add to the beauty of life as in arrangement of furniture, flowers, landscapes, sound, etc. Major jobs are: 1) Arts and crafts 2) Painting 3) Design 4) Decorating and landscaping 5) Radio and T.V. 6) Musical performance (music, drama, literature, art.)
F. Sciences: Desire to understand and change our environment, like to experiment. Major jobs are: 1) Lab work 2) Mineral-petroleum production 3) Applied chemistry 4) Chemical research 5) Biological research 6) Scientific engineering

II. Types of Interests

A. Verbal interests: Words are used, either written or spoken, to successfully express or communicate ideas.
B. Manipulative interests: Enjoy working with the hands to create or repair things.
C. Computational interests: Work involving the use of number symbols and ideas. Work with numbers in financial, scientific or other pursuits.

III. Level of Interests

A. Low: Routine tasks.
B. Medium: Tasks requiring considerable skill.
C. High: Tasks requiring expert knowledge, skill or knowledge.

IV. Must also consider: Personality patterns and tendencies
Abilities and skills
Mental and physical health
Training opportunities
Employment situations and outlook

UNIT 3

Lesson 1

NEEDS

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Don't Be Afraid of Your Feelings..... 537

Least Likely to Succeed..... 540

DON'T BE AFRAID OF YOUR FEELINGS

by John Kord Lagemann
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I looked at a series of Charlie Chaplin one-reelers the other night, and found myself laughing through tears. In just a few minutes of brilliant pantomime, Charlie expressed elation, tenderness, disappointment, joy, fear, resignation, pity, and longing. By enabling me to experience these feelings with him, he made me feel kin to the whole world. There was a healing magic about it--something that is becoming harder and harder to find.

I grew up in a small Illinois city, before the present emotional ice age set in. It was perfectly natural to show emotion then. When you went to a movie with a sad ending, you could hear people all over the theater blowing their noses. I remember times when my whole family would leave with tears in their eyes. We cared for things, and for each other, and we didn't hesitate to show it.

At home, my mother used to hug us when we got back from school, even before company, and the way she kissed my father good-by in the morning you would have thought he was going off to the wars. We weren't usually very good at hiding our feelings--and we didn't try very hard. We could usually tell when someone had fallen in love, or done something he was proud of, ashamed of, or was worried or puzzled, on top of the world or in the dumps. If it didn't show on his face, he'd tell you. Feelings were a living language that kept us in touch with each other, not as mere spectators but as participants in a never-ending drama.

The wisdom of feelings became clear to me only later. After college, I joined a small-town weekly newspaper as junior partner to the publisher, who was getting on in years. He gave me carte blanche to reorganize the paper, and I pitched in with enthusiasm. But after a few weeks he began finding fault with everything I did. When I asked my father for advice, he said, "I don't know anything about the newspaper business, but I do know the old man. I think he feels left out."

That night I had a long talk with my partner. The paper was hardly mentioned. Instead, I listened to his life history, and I left with a better understanding of him, of the community and of myself. During the two years I remained with the paper, my partner gave me nothing but encouragement and support.

Since then, experience has taught me again and again that the secret of getting along with people is to recognize how they feel, and to let them know you know. When someone is rude or quarrelsome, it's often a way of saying, "Pay attention to my feelings." When we say of someone, "He understands me," we're saying "He knows how I feel."

Awareness of feelings in others comes naturally, if only you let it. I saw it happen last spring just after a circus matinee as I walked by a crowd of small children waiting at a bus stop, each child holding a gay-colored balloon. As I watched, the string of a red balloon slipped through

the fingers of a four-year-old, and his face curled up in grief at the loss. Instantly the child beside him caught his eye, extended his fist--and released his own balloon. Within seconds, a score of balloons were soaring skyward, while the four-year-old, tears still glistening on his cheeks, laughed with the others at this spectacle.

In different situations, the "right thing to do" is not hard to find if you let people's feelings come through to you and acknowledge your own. Recently the minister of our church had to carry tragic news to the parents of a 12-year old boy: "Mr. Allen didn't preach or tell us to be brave. He broke into tears and wept with us. We will always love him for that."

Happiness, too, is the greater for being shared. "Isn't it a lovely day?" my wife remarked one day to a salesclerk who was humming softly under her breath and obviously pleased about something. "Is it ever!" said the girl--and then she blurted out the news that she had recently become engaged. "I just felt like telling someone," she said. "It makes it so much more real!"

"I felt like it"--that is the best reason in the world to laugh or to be generous or to applaud something. And that is what moods are--"feeling like it." Why fight them? Like the shifting of lights in the theater, moods enable you to see life in all its aspects. "I think creation comes initially out of mood," says Charlie Chaplin. In a melancholy mood you observe details that escape you in a mood of jubilation. Pensive, you filter out distractions and concentrate on deeper thoughts. Nostalgic, you capture the flavor of past events and see meanings that have escaped you before.

We mistrust moods because they change. Yet changing moods are perhaps the surest indication of a healthy personality. It is when a mood doesn't change that we should be concerned. To go through life in one mood, whether cheerful or glum, would be like trying to play a trombone with a stuck slide.

Happiness itself is just a mood, and there is very little logic to it. Wonderful moments of joy or sheer well-being come over us now and then without warning elation appears out of nowhere. It happened in our house on a lazy Saturday morning while my wife and I sat in the living room reading the paper over our second cups of coffee. Sunlight streamed through the windows. On the radio the news program gave way to a concert, and the air was suddenly vibrant with the music of Mozart. Without a word my wife and I rose from our chairs, bowed to each other and started improvising the steps of a minuet. As our children entering the room, saw what was going on, they regarded us questioningly--and then joined in the dance.

Such moments of spontaneously shared feelings are unpredictable and fleeting. But they linger on in the atmosphere of a place. Years ago, in Paris, a curator in the Louvre glanced at a young couple and said to me, "This is a wonderful place in which to fall in love." I had never before thought of museums in quite that light, but I understood at once what he meant. The silent sharing of moods that occurs in looking at art, in watching a stirring play or in listening to great music can bring people very close.

"My feelings got the better of me," we sometimes say when we are moved to act kindly or courageously. It's almost an apology. Yet feelings welling up from the depths of our personality, shaped by a lifetime of experience, proved a reliable and almost automatic self-guidance system. They may not help much in playing the stock market or in making out your income tax. But, as Sigmund Freud once observed, in all the really fundamental issues of life, the final decision is best left to feelings. How else can one decide whom to marry, whom to trust as a friend, or colleague, what to do when faced with a sudden life--or death--emergency?

A hundred years ago, John Ruskin wrote: "The ennobling difference between one man and another is that one feels more than another." His words will always be true. I once heard the great voice teacher Rose Bampton discussing two young singers rehearsing for a Metropolitan Opera audition. Pointing to one of them, she said, "Her vocal range isn't exceptional, but her emotional range is tremendous. She gives more to her audience." Through feelings we gain self-insight, tap our creative powers, deepen and enrich our relationship with others.

Why, then, do we so often deny our feelings? Why do we cultivate a defensive, withdrawn quality, a deadpan emotional unresponsiveness? It's the new untouchability of today's 'cool' world" a college dean told me. "The idea is never to be shocked, surprised or deeply moved--or at least not to show it."

Feelings commit us one to another, and thus involve the risk of disappointment. They make us take sides, blurt out awkward truths, form personal preferences. "Playing it cool," on the other hand, means being "with it" until the going gets rough then turning without regret to something else--another mate, another job, another cause. It may spare us a lot of heartache, self-searching, and struggle. But when you subtract feelings from marriage, friendship, or work, what is left?

You can share money, food, or sex with another and still remain complete strangers. In the end, the only way you can mean anything to another human being is to share his feelings.

Least Likely to Succeed

Here are stories of six people who failed, but did not quit. Instead these individuals used failure as a stepping stone to greatness. They surmounted setbacks and went on to make such valuable contributions to mankind that their failures are obscure footnotes in volumes of accomplishments.

"Piano Legs"

The rookie baseball player arrived from the "bushes" in 1925 as a young giant with a bashful grin and an overabundance of muscle. During his two years in the minor leagues, he hit some home runs, but that was about it. His fielding was pitiful. He also had a reputation for coming apart under pressure. The great Ty Cobb, watching this major-league aspirant clumsily fielding a ball one day, said contemptuously. "Look at those piano legs--he'll never last." But he did last. In fact, he set an all-time endurance record by playing 2,130 consecutive games. He came to be known as the Iron Man of Baseball, Lou Gehrig.

Rebel

Around 1790 a young German left his home in Bonn to study musical theory in Vienna. For about a year he worked under the great Franz Joseph Hadyn who was unimpressed by his ability. Then the young German switched to the brilliant music teacher, Johan Albrechtsberger, who was outraged over the student's refusal to heed the "inviolable rules of musical composition." A few years later, Albrechtsberger said of his former student, "That man never learned anything; and, what is more, he never will write anything worthwhile." How wrong he was! The pupil was Ludwig van Beethoven.

Poor Student

As a 15-year-old youngster, he was dismissed from a school in Munich because he lacked interest in his studies. The boy, who felt he had a bent toward mathematics, took an examination to enter a polytechnic school in Zurich, but failed to pass. He entered another school, finished his training and then--hopeful of becoming a teacher--applied for an assistantship but was rejected. Instead he secured a position as a tutor for boys in a Zurich boarding house, but was soon fired. Finally, through family contacts, he obtained work in the patent office in Bern. The man who compiled this string of failures eventually was recognized as one of the world's geniuses, Albert Einstein.

Shy Girl

The young girl was painfully shy. Sensitive about her height, ungainliness, and high pitched voice, she was considered the "Ugly Duckling" of a socially prominent family. When she married a handsome fifth cousin, it was figured she would take little part in her husband's growing career as a public servant. But the shy girl blossomed into a charming hostess, a noted writer, competent lecturer and world-wide ambassador of good will. Her voice was still high pitched, but it did not matter. Her listeners heard only her heart speaking as she championed the needs of the neglected and the oppressed. Before her death, the world came to know her not as an "Ugly Duckling", but rather as a woman of kindness, unselfishness and compassion. The woman: Anna Eleanor Roosevelt.

Four-Time Loser

Four business failures occurred in the life of this Pennsylvania Mennonite before he hit upon the recipe for a new kind of caramel candy. The product was so promising that a group of New York financiers purchased his factory and the caramel recipe. Asked how he was going to invest the money from this sale, the man told the financiers, "I believe there is a market for a good five-cent chocolate bar." The gentlemen were amused. "With the Bakers, the Wilbers, and Peters in the field, you won't go very far," one said. But the prediction was wrong, and the Pennsylvania candy-maker built an empire out of chocolate bars. From his fortune he founded an orphanage and set up a multi-million dollar trust fund for this and other charities. The man was Milton S. Hershey.

Crackpot

In the 17th century a young Dutch painter was the subject of ridicule and laughter when he tried to capture a dramatic new lighting technique on canvas. It was his idea to highlight the central element of the picture and let the surrounding detail fall away into darkness. One picture, which showed 40 soldiers leaving on a night patrol, convinced critics and fellow artists that the painter had gone mad. Some of the figures were unrecognizable globs of paint. while only the feet and the backs of heads of others were in the picture. The painting, known as "Night Watch," was a joke for the next century, but today it is considered a classic study of lighting by one of history's most talented artists, Rembrandt van Rijn.

Guideposts Magazine
March, 1963.

UNIT 3

Lesson 2

MY PERSONALITY

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Crisis on the Moon..... 544

Personality Check List..... 547

Rating Myself Sheet..... 548

What Would You Do Rating Sheet..... 549

What I Do Well Sheet..... 551

Strength Group Sheet and Instructions..... 552

How Well Do You Know Yourself?

I. A picture of yourself--
The picture of yourself which you have been building since you were tiny is made up of:

A. The feelings you got about yourself from the people around you.

B. Your experiences

C. The way you feel about the way you handle different situations.

II. You reflect the way you thought people thought about you.

A. When your mother told you you were a good boy, you felt you had done something good.

B. If your friends told you you were a bully, you didn't think too highly of yourself.

C. If your Dad called you clumsy, you felt like you couldn't do some things very well, and maybe even quit trying.

You may form incorrect conclusions from one unfortunate experience. Many people make mistakes, but sometimes we act as though we think we are the only one who ever has.

III. We get false ideas about ourselves in other ways.

A. Janet's parents gave her special attention because she was frequently very sick, and Barbara felt her parents didn't love her as much because she received less attention.

B. Timmy had a very talented older brother who got a lot of praise and attention because of his talents. Timmy thought no one cared much for him so he acted silly in order to get people to notice him.

C. Sally was an only child and, therefore, was given a lot of attention at home. She expected everyone to make her the center of attraction away from home, too.

IV. Do you think you might have some false ideas about yourself?

A. Ask your group in class or friends to give you some honest feedback.

B. Don't believe automatically that something that once was, is the same now. Ask questions. Analyze your feelings and actions.

Name _____ Date _____
Period _____

CRISIS ON THE MOON
ANSWER SHEET

You are in a crew that planned to rendezvous with a mother ship on the light side of the moon. However, mechanical troubles have forced your ship to crash-land about 100 miles from the mother ship. The rough landing has damaged much of the equipment aboard. Since your survival depends on reaching the mother ship, only the most valuable items still available must be chosen for the 100-mile trip.

Below are the 15 items left intact after the emergency landing. Your job is to rank them in importance to your crew in its attempt to reach the mother ship--taking into account conditions on the moon.

After you have, by yourself, ranked the items, you must also consider the opinions of your crew members, and everyone's opinion in your crew must be considered for the final decision.

Items Available	Your Rating For Example	Correct Rating	Differences For Example
Box of matches	2	15	13
Food concentrate in squeeze tubes that will attach to helmets	3	3	0
50 feet of nylon rope	5	4	1
Parachute silk	10	5	5
Portable heating unit with built-in power supply	9	14	5
Two .45 caliber pistols	1	11	10
One case dehydrated milk	15	12	3
Oxygen canisters that can be hooked up to space suits	4	1	3
Map showing lunar surface	6	7	1
Life raft with carbon-dioxide bottles for inflation	8	10	2
Magnetic compass	11	13	2
Squeeze tubes containing water	7	2	5
Signal flares with own oxydizer	13	8	5
First-aid kit including various types of squeeze-tube drugs	12	6	6
Solar-powered AM-FM receiver-transmitter	14	9	5
TOTAL OF SCORES IN "DIFFERENCE" COLUMN			

In Read is an explanation of why the various items were rated as they were.

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Name _____ Date _____
Period _____

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Box of matches	_____	_____	_____
Food concentrate in squeeze tubes that will attach to helmets	_____	_____	_____
50 feet of nylon rope	_____	_____	_____
Parachute silk	_____	_____	_____
Portable heating unit with built-in power supply	_____	_____	_____
Two .45 caliber pistols	_____	_____	_____
One case dehydrated milk	_____	_____	_____
Oxygen canisters that can be hooked up to space suits	_____	_____	_____
Map showing lunar surface	_____	_____	_____
Life raft with carbon-dioxide bottles for inflation	_____	_____	_____
Magnetic compass	_____	_____	_____
Squeeze tubes containing water	_____	_____	_____
Signal flares with own oxydizer	_____	_____	_____
First-aid kit including various types of squeeze-tube drugs	_____	_____	_____
Solar-powered AM-FM receiver-transmitter	_____	_____	_____
TOTAL OF SCORES IN "DIFFERENCE" COLUMN			_____

Listed below are rankings for the "Crisis on the Moon" items, along with reasons for the rankings worked out by Read. We want to emphasize that the rankings are arbitrary in some measure and could be open to disagreement.

(15) Box of matches	No use on moon. Would not burn because moon has no atmosphere like Earth's, thus no oxygen.
(3) Food concentrate	Supply daily food required.
(4) Nylon rope	Many uses--tying injured, climbing rocks, tying supplies.
(5) Parachute silk	Many uses--shelter against sun, stretcher, wrapping for supplies.
(14) Portable heating unit	Heavy to carry, not needed on light side of moon.
(11) .45 caliber pistols	Possible propulsion units when fired away from direction person wants to go, but would be hard to control. Might be used to give dying person quick death.
(12) Dehydrated milk	Little value since no way to use.
(1) Oxygen canisters	Absolutely essential to allow breathing.
(7) Lunar map	Would help in picking easy route and showing landmarks for direction.
(10) Life raft and CO_2 bottles	Life raft could be used for shelter. Carbon-dioxide bottles might be used as propulsion units.
(13) Magnetic compass	Useless since moon has no magnetic poles.
(2) Squeeze tubes with water	Essential for replacing body fluids.
(8) Signal flares	On low-gravity moon, could be fired very high in air when fairly close to mother ship to mark survivors' position.
(6) First-aid kit	Splints, bandages, and drugs might be useful.
(9) Radio sender-receiver	Would be of small use because moon has no atmosphere to bounce back AM signals. AM and FM signals would be limited to line-of-sight transmission--at most, about 2 miles. Might be used to send signal to Earth. Low power would not let it receive signals from Earth.

Name _____
Period _____
Date _____

PERSONALITY CHECK LIST

Put an X under your proper rating, as you see it.

ARE YOU.	Excellent	Fair	Poor
1. Honest (with yourself and others)?	____	____	____
2. Kind and understanding?	____	____	____
3. Cheerful?	____	____	____
4. Willing to cooperate at home, school, camp, at play?	____	____	____
5. Dependable (finish jobs, studies, etc.)	____	____	____
6. Modest in achievement?	____	____	____
7. Always on time?	____	____	____
8. Clean and neat?	____	____	____
9. Not too demanding of others?	____	____	____
10. Courteous, well-mannered?	____	____	____
11. Thoughtful of others?	____	____	____
12. Ready to use your initiative (make suggestions, volunteer)?	____	____	____
13. Agreeable about taking orders?	____	____	____
14. Careful and accurate about details?	____	____	____
15. Loyal to people you like (or work for)?	____	____	____

RATING MYSELF

Name _____ Period _____

I take my work seriously...___:___:___:___:___ I am happy-go-lucky

I study hard.....___:___:___:___:___ I don't study hard

I get good grades at school___:___:___:___:___ I get poor grades

I read a lot.....___:___:___:___:___ I don't read very much

I'm good at sports.....___:___:___:___:___ I'm poor at sports

I like to lead others.....___:___:___:___:___ I prefer to follow others

I can take orders.....___:___:___:___:___ I don't like being told what to do

I am reliable.....___:___:___:___:___ I don't mind breaking promises

I am generous.....___:___:___:___:___ I think mostly about what I want

I like adventure.....___:___:___:___:___ I hate to try new things

I do things quickly.....___:___:___:___:___ I am slow and painstaking

I get angry easily.....___:___:___:___:___ I rarely lose my temper

I stay home most of the time..___:___:___:___:___ I go out most of the time

I am considerate of others...___:___:___:___:___ I think mostly of myself

I like to be around people ...___:___:___:___:___ I am the "lone wolf" type

I like to talk.....___:___:___:___:___ I prefer to listen to others

I make friends easily.....___:___:___:___:___ I am shy with strangers

I have many friends.....___:___:___:___:___ I haven't any friends

I am satisfied with my appearance.....___:___:___:___:___ I don't like the way I look

I am the leader of my group...___:___:___:___:___ I am not the leader of my group

I don't waste time.....___:___:___:___:___ I waste a great deal of time

I act about the same with both my family and friends ....___:___:___:___:___ I don't act the same with my family and friends

Some people don't like me because they say _____

_____

My friends like me because _____

_____

What Would You Do?

Name _____ Period _____

1. If your folks won't let you see your favorite TV show, what would you do?

___ a. Sulk and go to your room.
___ b. Pretend you didn't want to see it anyway.
___ c. Beg your folks to let you see it "this" time.
___ d. Cry out, "You never let me see the programs I want to."
___ e. _____

2. When your mother reminds you that you have a homework assignment to do, what do you usually do?

___ a. Continue listening to the radio and say, "In just a minute."
___ b. Get right at it and get it done.
___ c. Pretend to start studying while listening to the radio.
___ d. Ask for help from someone in the family.
___ e. _____

3. You have a job at home that is your special duty. What do you usually do?

___ a. Put off doing it.
___ b. Need to be reminded to do it every day.
___ c. Bribe someone else in the family to do it.
___ d. Go ahead and do it on time.
___ e. _____

4. If your club is depending on you to introduce the speaker at the next assembly, what would you probably do?

___ a. Prepare your speech and practice your part until you know it well.
___ b. Trust to luck to think of something to say when the time comes.
___ c. Back out at the last minute and let someone else do it.
___ d. _____

5. If your teacher talked to you after school and suggested some ways you could improve your work, what would you probably do?

___ a. Sulk and think, "I never do things right."
___ b. Get angry at her criticism and tell your folks, "She picks on me."
___ c. Take your teacher's advice to heart and try to improve.
___ d. _____

6. Someone in your class at school gives a party and doesn't invite you. What would you do?

___ a. Try to "crash" the party.
___ b. Find some other interesting activity to do for that time.
___ c. Plan a party for the same time and try to get everyone to come to your party instead.
___ d. Spend the evening feeling sorry for yourself.
___ e. _____

7. You are reciting in class when your tongue gets twisted and out comes a ridiculous sentence. What would you do?

___ a. Join in the laughter, too.
___ b. Get angry at your classmates for laughing.
___ c. Feel embarrassed and worry about it the rest of the day.
___ d. _____

8. The same thing happens to your friend. What would you do?

___ a. Laugh at him.
___ b. Tease him by repeating the twisted sentence when you see him later.
___ c. Say, "The same thing happened to me yesterday."
___ d. _____

9. If you're gaining weight too fast and the doctor says you must cut out sweets, what would you probably do?

___ a. Say, "Oh, I'm sure a little candy bar once in a while won't hurt."
___ b. Think to yourself, "Oh, why did this have to happen to me?"
___ c. Say to yourself, "It's going to be hard sometimes not to eat sweets, but I'll do it."
___ d. _____

10. When you hear a friend being criticized, what do you do?

___ a. Stick up for him.
___ b. Join in the criticism.
___ c. Try to change the subject.
___ d. _____

Name _____
Period _____
Date _____

WHAT I DO WELL
(Mark an X in the right column)

		Very Good	Pretty Good	Not so Good
1.	Swimming and/or skiing	____	____	____
2.	Tennis, golf, or bowling	____	____	____
3.	Team-games (like football, baseball)	____	____	____
4.	Music (singing, instrumental)	____	____	____
5.	Art	____	____	____
6.	Writing (poetry, stories)	____	____	____
7.	English	____	____	____
8.	Arithmetic	____	____	____
9.	Science	____	____	____
10.	History	____	____	____
11.	Home chores	____	____	____
12.	Earning spending money	____	____	____
13.	Working out problems through reasoning	____	____	____
14.	Working with my hands - sewing or shopwork, or making things, etc.	____	____	____
15.	Memorizing	____	____	____

16. Other things I do well: _____

_____

_____

_____

Anything you may do well that is not on this list should be added. This is not meant to be complete, but to suggest certain strengths you may have that will remind you of others.

Name _____
Period _____
Date _____

Strength Group Sheet

Take about five minutes and complete the following sentences. Be honest and as open as you can--it will be for your own use.

My six greatest strengths are:

1.

2.

3.

4.

5.

6.

Three areas in which I would like to improve are:

1.

2.

3.

Instructions for Strength Group

Form a circle. Each student, in turn or spontaneously, is to say one positive thing about himself and then give the group the opportunity to state what they feel this person's strong points are. No negative things are to be said.

You may find some students who hesitate to say anything good about themselves. In that case ask the group to help them think of something good. The group usually responds readily.

UNIT 3

Lesson 3

VALUES

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List of Value Criteria
or
What is a Value?

Values are general guides to behavior giving direction to life.

Different experiences would give rise to different values; therefore, any one person's values would be modified as his experiences accumulate and change.

The following are processes which are effective for obtaining values. If one has used these processes in obtaining a value, then he possesses a true value:

1. Choosing from alternatives.
2. Choosing after careful consideration of the consequences of each alternative.
3. Choosing freely.
4. Prizing, being glad of one's choice.
5. Prizing, being willing to publicly affirm one's choice.
6. Acting upon one's choice, incorporating choices into behavior.
7. Acting upon one's choice repeatedly, over time, even to the point of acting upon the choice subconsciously, freely, and spontaneously.

One must reflect and choose if values are to emerge. Values must develop out of personal choices.

Survey of Personal Values
(An Answer Sheet)

Name _____
Period _____
Date of Birth _____
Grade _____

VALUE	SCORE
Practical Mindedness (P)	
Achievement (A)	
Variety (V)	
Decisiveness (D)	
Orderliness (O)	
Goal Orientation (G)	

COLUMN B		COLUMN A	
M	L	M	L
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
M	L	M	L
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
M	L	M	L
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

(Continue as above for as many answers as necessary.)

The "Why" Game

This activity is used to help others recognize the depth of a value system. To be successful, it must have a proper introduction, and the persons involved must understand the rules of the game.

Procedure:

A. Introduce game.
   1. Discuss values and a personal value system, give illustrations of common values, and have students contribute values which are important to them.
   2. Suggest that there should be a basis for our values, and especially for those things we value. Knowing why we want something is more important than the fact that we do want it.
   3. Suggest that we could play a little game to help us discover why we hold the values we do. Explain that a volunteer will state some important value he (or she) holds, and that you will merely ask "why". The person should answer in terms of other values.

B. Playing the Game.
   1. Ask "why" the given value is important to the target person. There are two basic rules he or she must follow: Answers may not be repeated; and a noncommital answer (" I don't know"; "just because", etc.) may not be given.
   2. The leader merely follows each answer with "why. . .?"
   3. The leader may need to use some ingenuity in guiding the target person, especially in insisting that answers be made in terms of values.

Example:

TP: "I want to be an airline pilot."
L: "Why?"
TP: "Because pilots make a lot of money."
L: "Why is money important to you?"
TP: "Because I want a nice home."
L: "Why do you want a nice home?"
TP: "To give my family security."
L: "Why should they have security?"
TP: "Because I will love my family."
L: "Why is loving your family important?"
. . . etc.

Note that the leader can change the direction of the game at any time by asking a question which suggests an alternative to the value expressed. In the example above, for example, the leader could have said, "Don't other careers offer more money than pilots?", or "Is a nice home the only way to give security?", etc. He would then lead the student into an alternate value.

   4. Continue to push for answers until the student approaches a feeling of discomfort.
   5. Then follow-up by discussing alternatives, and the fact that all of our values have some influence on each decision we make.

Saville Sax

Value Questions and A Values Theory

If you are working individually answer the questions below. If this program is being done in a group, it is best to read the question with the following introduction.

I am going to ask some questions to find out how people in the group think and feel about certain issues. If you strongly agree, raise your hand very high. If you agree a little raise it less high. If you disagree lower your hand. If you disagree strongly lower it as far down as you can reach.

Have you ever been confused about any of your values?

Do you think that most people practice what they preach?

Are the values shown on TV, the movies, and in papers consistent with the values we want our children to have?

How many really enjoyed what you did this Saturday?

Have you done anything this week that you are proud of?

Is there anything you did this week that you did not choose to do and didn't like doing?

How many feel bored when they have to do something they neither chose nor like?

How many feel angry or rebellious when they are forced to do something they neither chose nor like?

How many feel rebellious when they are forced to do something that they like?

How many feel dragged down at times by routine?

How many feel exhilarated when they decide to do something and actually carry it out?

How many have decided on their own to do something this week and actually carried it out?

How many of you feel good about it?

How many find their values become clearer when someone tells them what to do?

How many find that their values become clearer when they go through the process of making a difficult choice?

How many find that their values become clearer when someone tells them what's right or wrong?

How many find that their values become clearer when they discuss the consequences of different ways of acting?

How many have found that moralizing helped them clarify their values?

How many felt that an understanding listener helped them more than moralizing?

How many have been helped by being asked a good question?

How many find their values become clearer when they consider what they really want to do or be?

Answer these questions in writing. Take 10 minutes.

1. Describe how you feel when your values are unclear or are not involved in a situation where you find yourself.

2. Describe how you feel in a situation where your values are clear and are fully involved.

3. How can you know that a person holds a value strongly and completely?

4. Must he have chosen it freely or can he have just grown up with it for it to be held completely?

5. Must he be willing to identify himself openly and publicly with his value or may he be ashamed of it?

6. Is it necessary for him to act on it consistently or is it sufficient if he just talks about it?

If you are doing this program alone, go over your answers and see what meaning they have for you in your present life situation.

If this program is being done in a group, break into subgroups of four. Each person takes a turn reading his answers. Afterwards discuss briefly. Total discussion should take twenty minutes.

Read the statement of values theory on the next page.

Definition of a Clear Value

It is not sufficient to be open. To live vitally, one must be together; and this is difficult in a world fragmented by conflicting demands. The resulting confusion and fragmentation leads to apathy, listlessness, drift, or surrender to dogmatic rigidity.

Values represent a very high level of psychic integration, making a directed, vital existence possible, despite the fragmenting pressure of society.

A value held completely, one that serves this integrative function most completely, must meet the following seven requirements: (1) It should be freely chosen (2) from among alternatives (3) after a thoughtful consideration of the alternatives. (4) It should be something one feels good about, (5) is proud of, willing to talk about publicly, (6) is acted upon, and (7) is part of a total pattern of one's life.

To get an experiental feeling for this material, try these exercises.

Write your answers on a sheet of paper. Take 15 minutes.

1. Rank in order of importance the seven requirements of a complete value given above. Note which ones, if any, you think might be unnecessary for a definition of an integrating life element, a value. Are some additional requirements needed?

2. Identify some values in your life which are complete or are almost complete. List them. (A complete value would meet all seven of our criteria.)

Now get into groups of four. Each person takes a turn in reading his answers with the other members of the group drawing him out. Take 40 minutes for discussion.

The answers to the following questions are to be done individually at a later time. The group now takes up unit concerning free choice program.

1. Do you see any unique qualities in your life when you are dealing in areas integrated by complete values?

2. Think of some of your complete values in each of the following important life domains:

   money -

friendship -

love and sex (marriage) -

religion and morality -

leisure -

politics and social organization -

work (salary, prestige, interest, location, advancement, social services, satisfaction) -

family -

self (personal goals) -

3. Were there some areas in which you had trouble stating complete values?

4. Would you like to develop more complete values in some of these areas? Which ones? In what way do you want them more complete?

5. Have you thought of any ways to do this? In which domains?

Learner Assessment Opportunities

1. Informally

   You have achieved the objective of this lesson if you now have a sense of what a complete value is and of how it functions to make life more unified and meaningful.

2. Paper and Pencil Test

   Write your answers on a separate sheet. Our answers are below each question. Check yourself or see a staff member.

a. How many of the seven values criteria can you recall?

Answer: A value should be (1) chosen freely, (2) from alternatives, (3) after thoughtful consideration. It should be something one (4) feels good about or proud of, (5) is willing to talk about, (6) acts on (7) repeatedly as part of the pattern of one's life.

b. If the seven criteria are present, is the value complete?

Answer: Yes

c. Is a complete value a more forceful influence on one's life than an incomplete value?

Answer: Yes

d. If a person has chosen to buy a bicycle after careful consideration, has told everybody that he intends to buy it, but doesn't, what must he do to make his choice a value?

Answer: Buy a bicycle

e. Which of the seven criteria was missing in the above situation?

Answer: Action

f. If, in fact, the person does buy a bicycle, will his life be more integrated?

Answer: Yes

g. What value criteria are shown in the following public statement? "I like the Republican candidate."

Answer: (1) Public announcement (2) and feeling good about something.

h. What value rich area does each of the following questions get at?

1. How did you spend your allowance this week?

Answer: Money

2. Where have you met most of your friends?

   Answer: Friendship

3. What would you want in a boyfriend or girlfriend?

   Answer: Love and sex

4. Do you have any idea of God?

   Answer: Religion

5. Who would you vote for? Do you belong to any club?

   Answer: Politics and social organization

6. How do you spend your weekends?

   Answer: Leisure

7. What kind of job would you like to have?

   Answer: Work

8. How do you overcome disagreements with brothers and sisters?

   Answer: Family

9. What kind of man or woman would you like to be?

   Answer: Self

i. Can you name some value rich areas?

   Answer: Money, friendship, love and sex, religion and morals, leisure, politics and social organization, work, family and self are some of the areas we think are important. (Questions focusing on these areas may help clarify values.)

F. McCarty

VALUES SHEET ON INVOLVEMENT

THE CITY
"Not Getting Involved" (reprinted from TIME magazine, May 15, 1964)

New York City, the truism goes, is not America. But it is the American Big City--increasingly so, as the homogenizing forces of the 20th century make all cities, all towns, all country aids, and the people in them, interchangeable. In recent weeks, two New York crimes have dramatized facts of big-city life that have implications far beyond New York's five boroughs.

First came the murder of Kitty Genovese in the predawn darkness of the quiet, middle-class community of Kew Gardens. The murderer was a lunatic who had never seen her before. It took 35 minutes; the killer left and returned three times to stab her again and again while Kitty staggered and screamed and dragged herself along the street. The interesting thing about it was that at least 37 neighbors, roused out of bed by Kitty's screams, had stared out their dark windows at one time or another, but none of them, in all that 35 minutes, called the police. When it was all over, a man--after phoning a friend for advice--crossed the roof of his building to a 70-year-old woman's apartment to get her to call the police. "I didn't want to get involved," he explained later.

At 3:40 one afternoon last week, an 18-year-old switchboard girl named Olga Romero hurtled naked and screaming down the stairs of a building on busy East Tremont Avenue in the Bronx. In the vestibule, in plain sight of the street (the door was open), she lay screaming and bleeding, while a man struggled to drag her upstairs again. "Help me!" she cried again and again. "He raped me." Heads popped out of offices along the hallway, and a crowd of about 40 gathered outside to watch. No one made any move on her behalf. No one called the police. It was sheer chance that two officers pushed through the crowd.

What has happened that these things should be possible? One thing, certainly, is that the sense of community has been lost in the bigness and bureaucracy of big-city life. In small-town America, people wanted neighbors for a defense against loneliness; in big-city America, people feel that neighbors are merely crowding in on them and threatening their privacy. Nobody knows his neighbors--and doesn't want to.

And no one wants "to get involved" with these unknown and unloved neighbors--it may cost time to testify in court, maybe bring on a lawsuit for interference or for some nameless offense. The Decent Citizen and Taxpayer is apt to feel that taking any kind of action is unwise, unsafe--and unnecessary.

* *

1. Write down your immediate reactions to this article.

2. Did you immediately wonder what you would have done if you had been there? Do you have any idea of how you would have acted? How? Would you have done the same things as the other people did? Why?

3. Do you agree with TIME's analysis of this phenomenon? Explain. Are there other, less intellectualized, more basic underlying factors?

4. Can you see any connection with these two cases and the episode recently when a Puerto Rican man threatened to jump from the Brooklyn Bridge and a crowd of 100 chanted, "Jump, jump, jump!" ???

5. What can anyone do about this problem? (you, the government, anyone?) Do you perceive it as a problem?

GROUP INTERVIEW

Objectives:

1. To share with the other group members some of your personal interests and life activities.

2. To share and discuss some of your beliefs.

3. To share and discuss some of the things you value.

Instructions:

The group interview may be conducted in one of two ways. Choose one of the following:

Number one: Group members volunteer to be interviewed. (You may also choose not to be interviewed.) Then the group focuses on one member asking any questions of interest about the member's personal life, family, personal history or background, beliefs, or values. The interviewee may choose not to answer any question which he feels is too personal, untimely, or inappropriate. The interviewee may also ask the interviewer his purpose in asking the question before he chooses to answer.

Number two: The focus shifts rapidly from one group member to another with any member asking any other member questions of interest--personal life, family, history, background, beliefs, values. The same ground rules apply.

Ground Rules:

1. Personal information, beliefs, and values are to be shared and discussed on a voluntary basis. Please remember that there are things which all of us do not wish to discuss with others at a particular moment. This feeling should be recognized and respected by all members of the group.

2. The group interview is not the place for argument or debate. Please respect each other's right to live differently, feel differently, think differently, believe differently, and value differently. You may well disagree with someone in the group, but try to understand his position rather than telling him he is wrong to try to make him change. People are more apt to change life styles, beliefs, and values from experiencing more meaningful ones rather than being badgered into feeling their's are wrong.

Sample Questions:

How many brothers and sisters do you have?
Do you get along with your parents?
What are your hobbies?
What is the most exciting thing that has ever happened to you?
What is the most embarrassing thing you have ever done?
Do you believe that men should be free at all costs?
What is one thing you would never believe in?
What in your life do you value most?
If you had to choose, would you rather be sickly, poor, or disfigured?

Saville Sax

VALUES CLARIFYING FOCUS GAME

(Use Values Theory Top)

ROUND ONE

1. Each player thinks of something he enjoys or values.
2. The players take turns telling what they enjoy or value, and add one sentence concerning what they did or plan to do about it.

ROUND TWO

1. Each player writes down what he does.
2. The players take turns stating what they do. They say whether they feel good about it, whether they drifted into it or deliberately chose to do it after considering alternatives.

Saville Sax

VALUES DISCUSSION GAME

1. A group gets together to play the game.
2. Old magazines or newspapers should be provided.
3. Each member finds a short controversial passage--or writes one of his own.
4. Each player takes a turn reading his passage.
5. All the group members answer these questions in writing concerning the passage.
   A. What issues or problems does this passage bring up?
   B. Which do you think most important?
   C. What ways are there for solving or living with this problem?
   D. What ways have you used? What ways do you prefer? Are your actions in keeping with your preferences?
   E. What do you intend to do about this problem in the future?
6. Group members take turns reading and talking about their answers.

NOTE: If desired, a person may use a different set of questions with the passage he chooses. If so, it is best for questions to be involving, to get at feelings and possible action that the reader can take.

An alternate set of questions for this game is printed on the following page.

Alternate Questions

1. How do you feel about the (choice, action, situation) faced by _____?
2. What other ways could _____ have acted or solved his problem?
3. What would you have done?
4. Have you ever faced a similar problem?
5. What did you do? Are you satisfied with how you acted?
6. How would you act differently if faced with the same situation now?

Saville Sax
Wanda Penny

COMPLETE RULES OF THE POSITIVE FOCUS GAME

The degree that people are afraid of being thought stupid, clumsy, silly, square, different, crazy, cowardly, boastful is incredible. We often are afraid to express our thinking and our feelings. We are often afraid to sing, to dance, to paint, to write, to read out loud, to try something new, to learn, to approach people, to love, to hate, to skip, to run, to do almost anything, because we are afraid that we will be criticized or laughed at and thought stupid. This game is designed to help remove the fear, and to free us to do many of the things we would like to do but are afraid to do.

THE OBJECT OF THE GAME IS:

1. To free people from some of the needless and unnecessary fears that others inspire, and so liberate the power to create, to think, to learn, and to love.

2. To teach us to free others from unnecessary fears and thus liberate their energies, and powers. It should enable anyone to teach others by making them feel adequate rather than scaring them into learning by the threat of being called stupid, inadequate, or helpless.

PROCEDURES FOR STARTING THE GAME

1. A group of two or more persons get together and agree to play the game.

2. Each person makes a list of things which others can do that make him feel good about himself.

3. When everybody is finished writing their list one person volunteers to be the focus or center of attention. He then reads his list. Others respond by asking questions and saying things about him that make him feel good about himself using clues from the list. In addition, the following four suggestions may be used in helping the focus feel good about himself.

4. The focus person may have the center of attention for as long as he wishes unless a previously decided time limit was agreed upon.

5. When the center of attention moves away from the focus person by accident or because somebody has taken it away, a group member should bring it back where it belongs.

6. When the focus person has had the center for as long as he wants or when his time is up, he ceases to be focus and someone else may volunteer to be focus or the game may end.

FOUR SUGGESTIONS FOR GROUP MEMBERS

a. LISTENING TO OTHERS WHEN THEY SPEAK, WITHOUT INTERRUPTING: To interrupt when someone is talking to you is a sign that you are not interested in hearing what he has to say to you. To show that you are not interested makes the person feel bad. If you make him feel bad, he may stop talking to you, or he may decide to interrupt you when you begin to talk. If he interrupts you, you may feel bad . . . or even become angry. But, if you really listen when people talk to you . . . this will make them feel that you are interested in what they have to say. They will enjoy talking to you because your attentiveness will make them feel good. When you want to talk, they will feel like listening to you. This will make you feel good about yourself. When someone makes you feel good about yourself, you like that person. If you make someone else feel good . . . he likes you. When two people like each other, friendship is born.

b. TELL OTHERS WHAT YOU LIKE ABOUT THEM . . . PRAISE THEIR GOOD QUALITIES: If you make a habit of telling others only bad things about themselves, it makes them unhappy, unpleasant, or even mad. When people are mad and unhappy they try to get even by saying or doing unpleasant things to others . . . they try to hurt others . . . they might exert physical violence. You might be the victim.

But if you tell people good things about themselves . . . praising the qualities in them that you really admire, it makes them experience pleasant, happy feelings; they are more fun to talk with, work with, or just to be with. They may tell you good things about yourself which will make you a happier, more pleasant person to be with. You will enjoy each other more.

c. SHOW A GENUINE INTEREST IN OTHERS . . . LET THEM KNOW YOU UNDERSTAND HOW THEY FEEL. People sometimes pretend to be interested in others when they want a favor or when they want someone to do something for them. This is not a genuine interest and it disappears as soon as the favor is accomplished. If you are interested in people only when they can do something for you, they will soon be aware of your game, and come to dislike you . . . they will stop doing anything for you. Then you may find one day that you really need a favor but no one will help you.

But, if you are genuinely interested in others you show this in many ways; you ask questions about the way they feel, about what they're doing. You listen when they answer you. You show interest by being helpful . . . by saying: "I understand how you feel". . . by sympathizing, by sharing common interests, by being thoughtful in countless little ways. When you do these kinds of things consistently the person knows you are really interested in him . . . and will be your friend.

d. BE HONEST WHEN YOU PRAISE, SAY ONLY THAT WHICH YOU SINCERELY FEEL: If you say things to others that you do not really believe, you will sound insincere and no one will believe you. Then nobody will believe you even when you are sincere. Saying nice things that you don't believe and pretending when you don't really feel that way are empty, artificial

gestures . . . They seldom help to make anybody feel better. Even you will not feel good about pretending. If people feel that you're always "putting them on", they ignore you, avoid you, or become very impatient with you.

Say only the good things you really believe and you will experience a personal sense of satisfaction from being honest and sincere. When people find that you are generally honest in what you say to them, they respect you and trust you. They feel good about the things you say to them. They try to be honest with you.

Sometimes you may find that people will not believe your compliments even when they are sincere. If this happens you may be more convincing if you give the reasons why you think the compliment to be true.

TWO SUGGESTIONS FOR FOCUS PERSON

a. THE FOCUS PERSON IN TALKING ABOUT HIMSELF SHOULD BE AS TRUTHFUL AND HONEST AS POSSIBLE. TELL AS MUCH ABOUT YOURSELF AS YOU DESIRE TO . . . BE AS HONEST AS YOU CAN . . . IF YOU REALLY HAVE GOOD THINGS TO SAY ABOUT YOURSELF, DON'T BE TOO MODEST TO SAY THEM. IF YOU WANT TO SAY SOMETHING ABOUT YOURSELF THAT IS NOT NECESSARILY GOOD . . . DON'T FEEL ASHAMED TO SAY IT. Sometimes you feel good if you can talk about yourself. When you feel this way it is good to do so. There are two things which people sometimes do when they talk about themselves which are not good: To build oneself up by exaggeration or to be extremely modest, and tear yourself down. It is not good to do either of these. If people find that you always exaggerate the truth, they will not believe anything you say. If people find you are always tearing yourself down, they will become bored with you. It is best to try to be as honest as you can and by doing so you will be more interesting to everyone.

b. WHEN YOU ARE TALKING ABOUT SOMETHING THAT YOU KNOW OR CAN DO WELL BE SURE THAT YOU OFFER TO SHARE YOUR KNOWLEDGE OR SKILL. YOU CAN SHARE YOUR KNOWLEDGE OR SKILL IN THE FOLLOWING WAY. MAKE SURE THAT THE OTHER PERSON REALLY WANTS TO LEARN THEM. GIVE YOUR THOUGHTS AND FEELINGS ABOUT WHAT YOU KNOW OR CAN DO AS WELL AS THE BARE FACTS. TEACH A LITTLE BIT AT A TIME AND BE SURE THAT WHAT YOU'VE TAUGHT HAS BEEN LEARNED WELL BEFORE GOING ON TO THE NEXT STEP. When you talk about what you know or can do without offering to share the knowledge it makes others feel inferior or jealous. Instead of respecting you and liking you for what you know it often makes them angry. Then they make remarks about you, or refuse to listen to you. When you offer to help them acquire your knowledge or skill it takes away their reason for being jealous or angry. Instead of being angry and ignoring you they will listen and admire you. When they have knowledge and skills that you lack they may offer to help you learn them instead of boasting and making you feel bad. When everyone learns to share their knowledge and skill instead of boasting and making others feel bad then we will all be able to do things better, we will be smarter, be able to have more fun, have more friends, and be happier.

OTHER VARIATIONS OF THE FOCUS GAME

The positive focus game can be used in many different ways. All one has to do to make another game out of it is change what the focus person does at the beginning. Whatever the focus person does the others respond by asking questions and saying things which will make him feel good about himself using the clues he gave at the first session and the general rules.

1. In the freest kind of positive focus game the focus person chooses to talk about or do anything he wants to do. He may show and talk about a picture, sing a song, recite a poem, talk about something he is proud of, present a problem, anything he chooses.

2. In less free positive focus games the group decides what the focus person will talk about, or do. So if the group is interested in giving a party, each focus person can give his ideas of a good party. If the group is interested in drawing, each focus person can present a picture with the others talking about it . . . etc.

3. When an experienced positive focus player wants to introduce the game to a large group, it may be best to start the game with three or four volunteers who will play it in front of the whole group. After the audience has seen this model of the game being played, they can be broken into small groups and play it on their own.

Thomas L. Brown

THE MIND SET GAME

Voting Questions:

Have you ever begun to listen to a question and, after hearing the first few words, you felt that you knew the correct answer without having to listen further?

Have you ever listened to a statement and, because of something which had been said earlier, you thought that you knew what was going to be said, and found out later that your anticipations were wrong?

Rationale

If you answered "yes" to either of these questions, you have been guilty of using a "mind set" listening style. Mind sets are not the results of what the speakers do to us, but rather, what we, the listeners, do to ourselves.

Mind sets are the results of utilizing a style of listening which interprets words out of context. When we listen in this manner, we hear our speaker until we are sure of what (else) is going to be said. At this point, we stop listening to him and begin adding the "correct" endings or answers. In other words, we hear the speaker's opening words and our own ending words. You are listening to two people at the same time!

This game is played in order to make the participants more aware of the pitfalls of faulty listening so that they may be avoided in the future.

Procedures

A group of two or more persons convenes and agrees to play the game. One person is chosen as leader for the first mind sets, using those suggested in this paper until the group gets the "feel" of the game. He continues as leader until other persons in the group request to present mind sets of their own.

The leader may start by saying: Let's all of us spell SPOT three times. Spell with me. Ready! S-P-O-T! Louder now! S-P-O-T!! Very good! Now what do we do when we come to a green light?

(Those guilty of mind sets will say "STOP!")

Continue by saying: "Do we really stop when we come to a GREEN light?

Other Mind Sets

1. "Spell President Polk's name. What do we call the white of an egg?"
   (Usual answer: YOLK; correct answers: egg white, white of the egg, etc.)

(After using two similar mind sets, it is suggested that a different kind be used. By now, minds have been <u>set</u> to listen for this kind of <u>mind set</u>.)

2. "Spell the sound a ghost makes--BOO. How many animals of each species did <u>Moses</u> take aboard the Ark?" (Usual answer: TWO; correct answer: It was Noah and not Moses.

3. "Spell the shape of a ball--ROUND. A plane crashed at the Canadian-U.S. border. Where did they bury the survivors?"

If there are no other volunteers for the leader's role up to this point; the group should be allowed additional time to develop mind sets.

The game ends when a majority of its players agree to stop.

UNIT 3

Lesson 4

DECISIONS

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Our Actions

I. We settle on a manner of responding.

   A. What do you do when you can't have your own way, get an "F" on a test, hear your frield say bad things about you?

   B. Most of us usually react along patterns that were laid down in our earlier years.

II. What do you do?

   A. You can avoid the problem by running away - flight reaction, i.e., make up alibis, excuses, pretending the problem doesn't exist, daydreaming, feel sorry for yourself, and hide.

   B. You can fight - fight reaction, i.e., argue, pout, rebel.

   C. You can give in a little bit in order to gain in other ways - compromise, i.e., adjust to the situation as it is. Make the best of things.

What Would You Do If--

A. You started in a new school and the other students didn't seem friendly?
   1. Pretend not to care.
   2. Try harder to be friendly yourself.
   3. Keep to yourself.

B. You wanted to go to a party and thought you didn't have the right thing to wear?
   1. Sulk, pout, or cry.
   2. Not go to the party.
   3. Fix up an old dress or suit.

C. Day asked you to do some job around the house on the day of the church party?
   1. Get mad and make a fuss.
   2. Miss the party.
   3. Ask to do the job another day.

D. Other boys and girls had more spending money than you?
   1. Keep away from them when they were spending.
   2. Beg parents for more money.
   3. Try to earn some money at a part-time job.

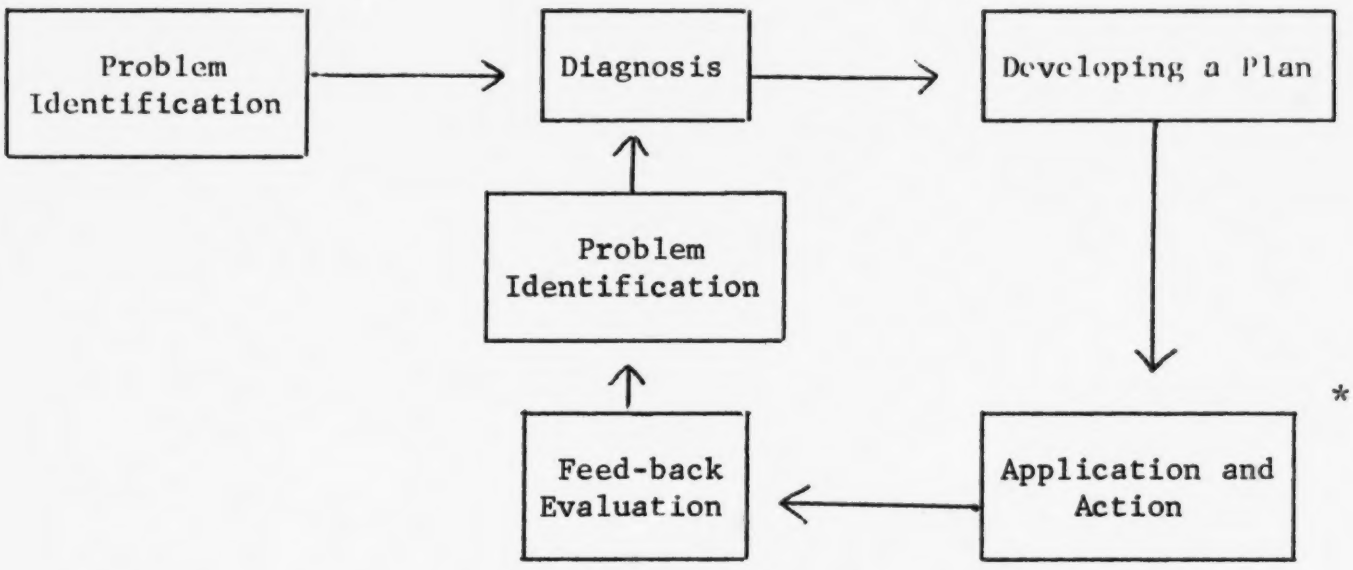
E. A friend gets a new jacket like the one you've been wanting but can't afford?
   1. Try and find something wrong with the style.
   2. Say, "Gee, I'm glad you got it even if I can't have one."
   3. Pester your parents to buy you one.

F. If you aren't doing well in one of your classes at school?
   1. Blame the teacher.
   2. Ask the teacher what to do about it.
   3. Try to get out of the class.

G. You had never made a speech before a large audience and were asked to speak at church?
   1. Refuse to do it.
   2. On the day of the speech say you are sick.
   3. Ask someone who is used to speaking to give you some tips.

H. You envy your brother or sister because they seem more popular.
   1. Try and copy the things he does.
   2. Criticize him.
   3. Develop an ability of your own.

Problem-Solving



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Problem-solving is one of the major aspects of decision-making.

A. The first step of problem-solving is defining the problem.
..encountering what is bothering the individual.
..determining whether there is concern and interest in the problem.
..setting up the problem clearly and accurately.
..deciding ways by which the problem can be solved.

B. The second step of problem-solving is working on the problem.
..recalling known facts about the problem.
..determining the need for additional information.
..locating the sources of information.
..selecting proper topics, sequence, and grouping of information.
..analyzing and interpreting the information in terms of ideas, concepts, and illustrative materials such as charts, graphs, and papers.

C. The third step of problem-solving is drawing a conclusion.
..drawing a tentative conclusion from analysis and interpretation of the information.
..reaching the final conclusion through an analysis of the possible consequences.

D. The fourth step of problem-solving is acting on or if necessary reconsidering the conclusion.

* Taken from PEDAPOP

UNIT 4

Lesson 1

WHY WORK - AN INTRODUCTION

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SRA Special Guidance Report, 1960..... 580

SRA SPECIAL GUIDANCE REPORT, 1960

"Helping Youth Look at Jobs"

Youth is wonderful, but unfortunately you can't make a career of it. Instead, youth is the time when you must begin thinking about a career.

What shall your career be--as doctor, lawyer, rancher, engineer, teacher, actor? Shall it be as businessman, machinist, carpenter, artist, or salesman? Which suits you? Which is the career worth struggling for--for you?

No doubt you have been showered with pamphlets and books on these and many other careers. Perhaps you have had trouble reading them. If so, possibly it was because you found it difficult to put yourself in the picture. The world of jobs can be strange and confusing if you cannot relate it to yourself. How can you do this? Where in this world of looming responsibilities, obligations, and tasks do you fit?

Let me show you how you can use your experience--how you can play the game of choosing a career goal. I am not offering advice. Many of you doubtless are giving your parents advice these days on the facts of life, and you know what a thankless task that can be. When it comes to offering advice, I am reminded of the profound summary of a small schoolgirl. "Socrates," she wrote, "was a Greek philosopher who went about giving people good advice. They poisoned him."

No, let's not give advice; instead, let's describe the strategy of a fascinating game, the purpose of which is to find an interesting, rewarding, and satisfying career of your own choice. Games are fun when you follow the rules. Rules are the same for everybody, but there is always leeway for your own personal strategy.

The strategy I'm going to tell you about is based on what we found out about jobs that makes a difference to the people in them. At the United States Employment Service we've been looking very carefully at 4000 jobs in the last ten years, and we now have a better idea than we had before as to what there is about them that answers the question: Who will be effective on a particular job and who won't? Moreover, there are other factors that make a difference.

You may be thinking that money makes a difference. What's new about that? Maybe you'll be surprised, but money isn't the most important consideration nowadays; nor does it answer the question we've raised. Fair and considerate treatment of workers and the opportunity for them to use their skills to do their best work come much closer to answering the question.

It's this last matter--the strategy of using your skills to do your best work--that I'm going to discuss. We'll look at jobs, and then at people--that's you. Finally, we'll look at the personal strategy you can adopt to use your skills and achieve your objective.

As mentioned, we in the USES studied 4000 jobs quite carefully. Usually when you look at a skillful worker you tend to overlook what he is doing and see rather what he is getting done. You forget to find out about his training and what he does, step by step, to get the job done.

A Design Engineer's Work

If you ask a design engineer what he does, he'll tell you he designs something and perhaps show you a plan. If you end the conversation there, you will have learned nothing about what he does, only about what the end product is in his shop. It is unlikely that he even drew the plans he's shown you.

You'll find that, even for a simple design, this engineer did most of the following things:

1. He checked a file or book of standard designs for the kind of thing he was working on; he also may have checked manufacturers' catalogues to see if something similar was already available.

2. He talked about his design with other engineers with whom he works.

3. He sat at a desk with paper and pencil and a slide rule to work out basic numerical formulas; he also did some sketching to get an idea of the layout.

4. He then went to work on the design at a bench, or possibly got a mechanic to do the work of putting the design together as a rough model; if done by himself, the work probably was suitable only for checking the ideas of the design.

5. He now put the model through a whole series of tests to find out if his design ideas would hold up.

6. Then he went to work to "debug" the design and rid it of any kinks.

7. Next he made a final sketch or got a skilled draftsman to draw one for him.

8. He then checked the drawing, got approval for it, and arranged for a final model.

9. When his model was finished, he spent some time putting it through routine tests.

10. Finally, he documented the design; that is, he wrote a report describing all the important details.

This isn't what all engineers do; nor do they always follow every one of these steps. However, I have studied a great many engineers who were doing design work, and this procedure is quite typical. It may lack the glamour associated with engineering, but you can see from this example why it's important to keep your eye on the worker and not just on the final product.

Describing the World of Work

Looking at the world of work we find:

1. MATERIAL THINGS being obtained from the earth, made into useful things, transported to where they are wanted, and kept in good repair.

2. IDEAS AND INFORMATION being obtained, recorded, organized, and used for planning activities of one kind or another.

3. PEOPLE being served, sold to, cared for, healed, taught, and entertained.

In short, all the things that are getting done have to do with material things, with ideas and information, or with people. What makes this so interesting is that when you analyze what the workers do to get these things done, the words you use to do this in each of the three instances are quite different. For example:

1. WORKING WITH THINGS. Workers use their hands or bodies in some way, often working with tools and machines manipulated by hands or feet. You can describe what they do with such words as handling, manipulating, tending, operating, or setting up a machine.

2. WORKING WITH IDEAS OR INFORMATION. Workers are occupied in thinking and understanding, that is, in using the mind to deal with numerical or verbal material. You can describe what these workers do with such words as copying, computing, compiling, analyzing, or planning.

3. WORKING WITH PEOPLE. Workers express themselves with their whole personality: with mood, expression, and manner. You can describe what these workers do with such words as serving, exchanging information, persuading customers, entertaining audiences, supervising, and teaching.

Three Ability Areas

Each of these kinds of work activity requires a different kind of ability and training. The ability to work with your hands, for example, needs a different kind of training than the ability to work with your mind. What is particularly fascinating is that all the jobs involve all three kinds of activities, but in different combinations and in different degrees. While a machinist needs manual dexterity, he also needs the ability to work with some verbal and numerical material and the ability to get along with his supervisor and fellow workers. A bookkeeper mostly needs skill with numbers, but he also requires the ability to operate bookkeeping machines. Further, he needs to exchange information with those about him.

A salesperson chiefly needs ability in dealing with customers, but he has to know how to handle and perhaps to demonstrate his merchandise and how to make out sales checks. These are but a few of the well-known examples showing that while a job frequently has major requirements which may emphasize one area more than others, it always has requirements in all three

ability areas: ability with things, with ideas and information, and with people.

This same pattern shows up even more dramatically within a given field of work. We have mentioned engineering. Let's look at this field and see the kind of work it covers. We pointed out that the objective of a design engineer is a design or plan, resulting in an end product that is an organization of ideas. In attaining this objective, the engineer, besides consulting books, catalogues, and files, and working with his slide rule, also consults with people and works at a bench with tools and equipment.

An engineer who works almost as much with people as he does with ideas, and hardly at all with his hands at a bench, is the technical writer. He prepares the written and diagrammatic materials that explain how complex machines and instruments should be operated and maintained. An engineer who works mostly with people and secondarily with ideas and equipment is a sales engineer. On the other hand, the production engineer is very much concerned with equipment, with the detailed ways in which parts of a complex machine are fabricated and assembled, and how people are organized into a working team. A test engineer, although he has contact with people, gets very close to the item that is made and the ideas it has to fulfill. The principle that holds true on the level of college-trained engineers also holds true on the level of high-school-trained and technically trained electronic technicians, repairmen, salespeople, foremen, and sales representatives. Use these ideas to develop a point of view you can turn searchingly upon yourselves. Bear in mind that jobs require the worker--that's you--to relate to "things," "ideas," and "people:" to all three, but in different ways and combinations and with different requirements in training and abilities. You have to find your own combination. This is the starting point for your strategy.

Analyzing Your Abilities

Let's now apply this point of view to yourself. First, you must ask the question: If this is what jobs are like, what do they offer me? Or put it another way: What kind of a person am I? In what kind of situation will I do my best and feel that I am making the most of the opportunities that come my way?

You may think you can't find this out until you get on a job, but this isn't entirely so. In fact, once you get on a job, it may be that you will just make the best--or the worst--of it because you are saddled with responsibilities. Actually, you already have had many of the kinds of experiences that you will encounter in jobs. Both in school and in your spare time, odd jobs, and hobby activities you probably have had a chance to try yourself out in your "thing" abilities, "idea" abilities, and "people" abilities.

You have used your "thing" abilities when you assembled models, fixed your car or bicycle, or worked in your school or basement shop with tools or machines. You were employing your hand and foot skills, eye-hand-foot coordination, the way you see three-dimensional relationships, and your

awareness of depth. When you followed the layouts and instructions, you were testing your interest in working with things and machines and your mechanical understanding. In a larger sense, you have used your "thing" abilities when you participated in sports and dancing.

You have used your "idea" abilities in doing your school work, in working with words and numbers, in writing reports, and in your hobbies, such as model construction. How did you like working from the layouts and plans for building things? Did you make your own plans? Did you become interested enough to do a little digging into books to improve on the plans that came with your work? Did you prefer to work from exact plans or to proceed by trial and error? Have you followed through on your ability to paint, or compose, or design dresses? Did your science-fair project get you interested in reading and learning more about science?

You have used your "people" abilities in your relations with your friends, parents, and teachers. In seeking to be elected to office in your class or club, in managing meetings, in bringing friends together, in participating actively in social affairs at your church, in all these activities you have been using and developing your social and inter-personal skills. How well have you used them? Were you interested enough to learn how not to rub people the wrong way, how to persuade them tactfully to your point of view, or how to entertain them?

Choices Are Made

While going through these experiences, more or less consciously you have been making choices, making decisions about what you would rather do or not do. For example, suppose your hobby was model building. What was it you liked about model building. Was it the building of the model to the point, perhaps, of making your own parts? Or was it designing your own models and layouts? Or perhaps you preferred the social activities that went with the model building, such as showing the models or meeting other people with the same interest?

The idea of making choices may be quite new to you. Most of the choices that you have made in the past probably were not very deliberate choices: you did more or less what you felt like doing. But you probably have noticed all through high school that more and more you have had to make these choices: for example, in pursuing the course of study in which you are now engaged. Some of the choices may have turned out to be wrong, either because you did not have enough experience, or because you have found out new things about yourself--things that should have helped to make the next choice a better one.

More and more you are finding out that making no choice is the same as making a choice. Each choice has its consequences. Attaining your career objective--as we outlined it previously--requires strategy, and strategy is the art of making intelligent choices. Right now, of course, your choices necessarily have to be broad. We tend to make our best choices when we are able to make comparisons between advantages and disadvantages, when we have an opportunity to see possibilities and express preferences.

When you apply to yourself the point of view that I have described, you will be looking at yourself in exactly the same way that more and more employers will look at you and use you. Besides your knowledge and training, they want to know the kind of person you are, how you are likely to grow, develop, and "get along."

Analyzing the "Things, Ideas, People" Point of View

You may ask, "How can I know where I'll fit in later--what career will be most suitable for me?" The answer to this question is locked up inside you. What's more, there is no final answer. Only the beginnings of that answer are now available to you.

The answer must grow gradually out of your experience and thus furnish the drive needed to start you along the road that is most likely to bring you to your objective. As suggested earlier, you've been answering this question in thousands of little ways in the past eighteen years or so. Now is the time to take a hard look at yourself to see what it all adds up to. What are your preferences, in which directions do you lean, which achievements give you the greatest self-satisfaction?

Here are some of the kinds of questions you may want to pose. Imagine that the choices after each question are the only possible choices.

1. It's a rainy Saturday, and you've decided to spend it doing one of the jobs you've been putting off. Which of these jobs would you prefer to tackle?

   a. Setting in order your file of clippings and notes on your favorite hobby.

   b. Taking your turn at collecting for your favorite charity.

   c. Painting and repairing the windows in the house.

2. If you were responsible for building a house, would you rather

   a. Do it yourself?

   b. Prepare directions describing exactly how someone else should do the job?

   c. Supervise other people in doing the job?

3. Which one of the following activities would you prefer?

   a. Drawing plans for a model boat.

   b. Building a model boat.

   c. Taking your friend to the park and showing him how your model boat sails.

4. If you could spend 75 per cent of your working day doing one of the following, which would it be?

   a. Talking to people.

   b. Developing ideas for new projects.

   c. Working with gadgets or tools.

5. Your best friend is running for class president. What kind of support are you most likely to give him?

   a. Helping run a printing press to print campaign literature.

   b. Writing an editorial for the school paper, urging his support.

   c. Organizing a class-by-class campaign.

6. When you come across a technical article on a subject that interests you, do you

   a. Read the text first?

   b. Skip the article?

   c. Look at the diagram and then read the text?

7. In doing a job that is holding your interest, you come to a section requiring several hours of work on details. Would you probably

   a. Enjoy the detail work?

   b. Tend to get the detail work done as soon as possible?

   c. Lose interest?

8. With time to take a course in one subject, which would you be most inclined to take?

   a. A drama class.

   b. A machine-shop class.

   c. A writing class.

9. Which would give you the greatest thrill?

   a. Developing a scientific theory that is original and startling.

   b. Having the best hi-fi set in town.

   c. Being elected chairman of the board of a large company.

One way of summarizing your conclusions is to distribute 10 points among "things," "ideas, " and "people" to show how you feel. For example, you might be thinking of yourself primarily as a builder, a maker of things, such as a carpenter or a machinist. In that case you might distribute 10 points as follows:

Things	6
Ideas	2
People	2
	10

Or you might see yourself as a planner, writer, thinker, a research and development engineer or physicist. Then this might be your distribution:

Things	2
Ideas	5
People	3
	10

Or you might see yourself as one who spends his time with people, persuading, teaching, or directing them. Then your summary might look like this:

Things	1
Ideas	3
People	6
	10

Some of you might assign the same weights to two of these major points of view or you might use the same weight for all three. It is a good idea to put at least one point beside the area you like least, because you can count on having to deal with it on every job. Remember that you would be summarizing the combination you feel would reflect the way you could best use your skills.

Effective Strategy

This analysis of yourself is effective strategy because it gives you a starting point from which to get your bearings. It provides you with a compass to guide you toward your goals and note changes that develop as a result of changes in your experience. This is important because goals usually are attained over curving roads. Remember that new orientations require different skills, and different skills usually require training. A couple of examples will show what I mean.

Suppose you are interested in becoming a design engineer. You are the "idea" type and don't care much about being a precision builder or dealing with people. You have a long road to travel. It is likely that you will have to spend vast amounts of time at a bench during training and while working at your first jobs before you will get a chance to do the designing in which you are interested. Furthermore, you had better

develop some skill in dealing with people. Attaining success with your designs will depend partly on your skill in giving credit and recognition to others who will undoubtedly have helped you along the way.

Suppose you decide to become a machinist or electronic technician. Normally, these jobs require "thing" skills of the highest order, but do not require "people" skills of any great depth. You have been a good and diligent worker and you are offered the job of supervisor. You have never had strong feelings about becoming involved with people, yet supervision means working with people. If you are to make a success of this job you must realize that you need plenty of training to acquire the complex skills required to deal with people in a supervisory situation.

Let's summarize the strategy required to make information about jobs meaningful.

First, realize that whatever job you are in, you will be working with some combination of "thing," "idea," and "people" abilities.

Second, analyze the kind of person you are by evaluating your "thing," "idea," and "people" abilities as you have used them up to now.

Third, consider whether you have had a chance to really get to know yourself, and how you can take advantage of current opportunities, both in and out of school.

Fourth, select your goal, bearing in mind the maneuvering and preparation necessary for you to get there.

Fifth, read job information with the analysis you have made of yourself in mind, asking yourself, "What does this job offer the kind of person I am and hope to become?"

Following this strategy, you will be able to say: "I know where I am and where I'm going, because I know from whence I've come."

UNIT 4

Lesson 2

JOBS, JOBS, JOBS

Contents | Page Number

Rules for "What's My Line?"..... 590

Report Sheet for Films..... 591

Rules for "What's My Line?"

For Contestant

1. Choose an occupation.

2. Give to the panel moderator a brief, written, description of what kind of work a person in this occupation would do, salary, working conditions, location of job, and education and/or training required.

3. You may answer panel's questions only with a "yes," "no," "maybe," or "I don't know." If you have a question as to the correct answer to give to the panel, you may converse with the panel moderator.

4. You must tell the truth.

For Panel

1. Take turns asking questions of the contestant which require only a "yes," or "no" answer.

2. The entire panel may only ask a total of 20 questions.

3. You are attempting either to discover the title of the job or to briefly describe the type of work being done.

4. If you cannot think of an appropriate question, you may pass and give your turn to the next panel member.

5. It may help the panel discover the occupation if they will begin asking broad questions and then become more specific. For example:

> "Do you work more indoors than outdoors?" "Yes"
> "Do you work only indoors?" "Yes"
> "Would your work be done more in the city than the country?" "Yes"
> "Is your work very creative?" "No"
> "Would you earn less than $10,000/year, starting salary?" "Yes"
> "Does your work require a college education?" "Yes"
> "Do you work in the clerical field?" "No"
> "Medical field?" "Yes" "A nurse?" "Yes!!"

For Panel Moderator

1. You are to see that appropriate questions are asked, and correct answers are given.

2. You are to keep track of the number of questions which have been asked. Only 20 may be asked.

3. If the panel guesses the occupation, the panel receives 10 points. If they are unable to guess, the contestant receives 10 points.

4. Keep track of the points given to each person. (Each person on the panel will receive 10 points if the panel guesses the occupation.)

5. Do not allow the panel to take too much time trying to think of questions.

Report Sheet for Films

Your Name _____
Class Period _____

1. Film Title _____

2. Occupation(s) talked about in this film _____

_____

_____

3. Tell about an occupation mentioned in the film, giving any job characteristics which are mentioned. _____

_____

_____

_____

4. What is your opinion of this occupation? _____

_____

5. What is your opinion of this film? _____

_____

1. Film Title _____

2. Occupation(s) talked about in this film _____

_____

_____

3. Tell about an occupation mentioned in the film, giving any job characteristics which are mentioned. _____

_____

_____

_____

4. What is your opinion of this occupation? _____

_____

5. What is your opinion of this film? _____

_____

Report Sheet for Films

Your Name _____
Class Period _____

1. Film Title _____

2. Occupation(s) talked about in this film _____

_____

_____

3. Tell about an occupation mentioned in the film, giving any job characteristics which are mentioned. _____

_____

_____

_____

4. What is your opinion of this occupation? _____

_____

5. What is your opinion of this film? _____

_____

1. Film Title _____

2. Occupation(s) talked about in this film _____

_____

_____

3. Tell about an occupation mentioned in the film, giving any job characteristics which are mentioned. _____

_____

_____

_____

4. What is your opinion of this occupation? _____

_____

5. What is your opinion of this film? _____

_____

Report Sheet for Films

Your Name _____
Class Period _____

1. Film Title _____

2. Occupation(s) talked about in this film _____

_____

_____

3. Tell about an occupation mentioned in the film, giving any job characteristics which are mentioned. _____

_____

_____

_____

4. What is your opinion of this occupation? _____

_____

5. What is your opinion of this film? _____

_____

1. Film Title _____

2. Occupation(s) talked about in this film _____

_____

_____

3. Tell about an occupation mentioned in the film, giving any job characteristics which are mentioned. _____

_____

_____

_____

4. What is your opinion of this occupation? _____

_____

5. What is your opinion of this film? _____

_____

UNIT 4

Lesson 3

JOB TRAITS

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Master List of Job Traits (10)..... 600

Job Trait Worksheets:

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- Earnings..... 602
- Hours..... 602
- Working Conditions and/or Job Requirements..... 604
- Location..... 605
- Supply and Demand..... 606
- Advancement Opportunities..... 606
- Personal Qualifications..... 607
- Licensing, Unions, Organizations..... 608

Matching Quiz..... 609

VOCABULARY

Define:

Job

Characteristic

Trait

Status Quo

Supply and Demand

Advancement

Graduate Degree

Overtime

Fringe Benefits

Apprenticeship

Deductions

Routine

Union

Definition of Job and List of Job Traits

What is a job?

List those things which a person ought to know, concerning a job, before one decides to enter that occupation:

SOME SOURCES OF INFORMATION ON JOB TRAITS

Occupational Exploration Kit (SRA)

- History
- What they do
- Personal requirements
- Training
- Getting started
- Getting ahead
- Hours
- Earnings
- Advantages and disadvantages
- Related jobs
- Future
- Additional information sources

Handbook of Job Facts by Norma L. Thiemann (SRA) Chicago, 1968.

- Occupation
- Duties
- Number of workers
- Education and training
- Special qualifications
- Ways to enter field
- Chance of advancement
- Earnings
- Supply and demand

Utah VIEW Material

- Occupation
- What they do
- What they should be like
- Training
- Salaries
- Working conditions
- Location of jobs in Utah
- Need (Supply and Demand)
- High School subjects needed
- Advancement prospects

Utah Job Guides

- Nature of work
- Location in Utah
- Education, training
- Personal requirements
- Earnings in Utah
- Employment outlook
- Location of more information

Chronicle Kit Occupational Briefs

- Definition
- Work performed
- Conditions
- Hours
- Earnings
- Personal requirements
- Training requirements
- Training opportunities
- Outlook
- Methods of entry
- Further information

SRA W.O.R.K. Kit

- Education
- High School courses
- Special training
- Where jobs are found
- Getting started
- Getting ahead
- Earnings
- Number of hours
- Number of workers
- Union
- Future
- Additional information

Occupational Guidance Booklets by Finney Co.

- Description of work
- History of occupation
- Hours of work
- Temperament required
- Finances required
- Financial aids
- Outlook for the future
- Suggested High School activities
- Methods to enter work
- Purchaseable material
- Testing your interests
- Earnings
- Working conditions
- Ability required
- Education and training required
- Attractive features
- Disadvantages
- Licensing, Unions, Organizations
- Suggested courses in High School
- Free information material
- Visual aids

Career Summaries from the Desk-Top Career Kit

- Duties
- Personal requirements
- Earnings
- Related Careers
- Working conditions
- Education
- Outlook
- While in High School
- For further information
- Advantages and disadvantages

Career Information Kit (Occupational briefs)

- History of job
- Training and education
- Selected references
- How to begin
- How you will fit in
- Different fields available
- Earnings
- Additional information

Dictionary of Occupational Titles

- Function of the worker
- Aptitudes, interests, temperaments
- Individual characteristics
- Abilities
- Physical demands
- Working conditions
- Related occupations
- Training time
- What gets done, how and why it gets done

Additional Sources of Job Trait Information

600

MASTER LIST OF JOB TRAITS

Education and Training

Hours

Earnings

Supply and Demand (Outlook)

Working Conditions and/or Job Requirements

Personal (Individual) Qualifications

Location of Jobs

Advancement Opportunities

Licensing, Unions, Organizations

Related Occupations and Sources of Information

Education and Training

How can one increase the range of jobs for which he might be qualified?

_____

What kinds of knowledge and skills seem basic to nearly all kinds of jobs? Which of these can we acquire in our local high school? _____

_____

Do English, mathematics and science seem to be basic courses in job preparation? Why? _____

_____

List four types of post-high school education and/or training available.

_____

For some jobs, a high school education is adequate without any additional training, or there may be training on the job. Jobs requiring a college education are related to the major course of study or minor course of study of the student. Graduate degrees are often necessary for some professional fields.

Many type of specialized training is available to prospective workers in different fields. Many courses and classes are offered by vocational, trade and business schools. Apprenticeships and on-the-spot training are available for various jobs.

Write the name of the type of education or training required for each of the following jobs listed. Choose the type of education or training from the following four: high school only, college, graduate work, specialized training.

Typist

Mortician

Social Worker

Waitress

General Accountant

College Professor

Beauty Operator

Bus Driver

Hospital Orderly

Electrician

Livestock Farmer

Registered Nurse

Earnings

Tell opposite each of the following jobs, whether you would earn your pay by the hour, by the week , or by the month.

Automobile Mechanic
Store Clerk
Plumber
Lawyer
Secondary School Teacher
Personnel Manager
Construction Worker

Some jobs allow workers to get paid "time and a half" for overtime work. This means that they get a regular hourly rate plus half again as much. For example, John earns $1.80 per hour as regular pay. How much does he earn per hour as overtime pay? _____

When considering the salary of a job, one should also consider the extra or fringe benefits. A fringe benefit might be employee discounts, group insurance. Can you name two or three other possible fringe benefits? _____

_____

When you receive your paycheck, you will notice that the amount you have earned is not the amount you receive. Your boss may withhold certain amounts of money from your salary for certain things. These are called deductions. They may include the following: Social Security, or FICA Tax, retirement fund, insurance. Can you name two other possible deductions? _____

_____

Hours

Most businesses in cities and towns follow a regular pattern of business hours. They open about 8 or 9 a.m. and close about 5 p.m. The majority of people today work forty hours a week, but many do not.

List three types of occupations which have irregular hours _____

_____

Many factories are open 24 hours a day. Then some workers must be at work at unusual hours. Many self-employed persons work between forty and sixty hours a week. A teacher and other professional people often must read current literature, correct papers and do other work at home, after the regular work day. An airline stewardess may work for three days and be off for the next four, and then work for two weeks, and be off for one week. Many workers have irregular hours.

Several industries are considering having their employees work four days, 12 hours a day, and then no work for three days. Thus, they would have a three day weekend. What do you think of that idea? _____

_____

Indicate the approximate starting monthly salary for the following jobs: (Choose at least five. You may add three of your own.)

Job	Monthly Starting Salary
1. Aerospace Engineer	
2. FBI Agent	
3. Practical Nurse	
4. Registered Nurse	
5. Policeman and Policewoman	
6. Secretary	
7. Typist	
8. Oceanographer	
9. Probation Officer	
10. Beautician	
11. Pilot	
12. Stewardess	
13. _____	
14. _____	
15. _____	

Working Conditions and/or Job Requirements

Would you care to work indoors or outdoors, do routine or creative work, be boos or be bossed, wear a uniform, work alone or with others, work with your hands, mind, or other people, sit or stand, walk or ride, work where it is cold or hot?

As you can see, there are many working conditions to consider when considering a job. If a person cannot work carefully, perhaps he should not be an instrument repairman. If you get tired of sitting, being a sewing machine operator would not be a good job for you.

Suppose you would prefer the following working conditions. List two jobs after each condition which would have that working condition:

Work outdoors all day _____ _____

Stand for hours on end _____ _____

Be a good reader _____ _____

Care about people _____ _____

Work with tools or instruments _____ _____

Use your eyes for close work all day _____ _____

Travel long distances _____ _____

Speak a foreign language _____ _____

Be physically strong _____ _____

Be patient and courteous _____ _____

Location

Jobs are available everywhere, but some jobs are available, or frequent, only in certain areas of the country.

Do you expect to work in your hometown, home state, or do you plan to move elsewhere in the nation or world? _____

_____

What are five jobs available locally in which you might be interested?

_____

What are the main industries which might have jobs available in your state?

_____

_____

Not all jobs have a certain location. Many jobs require that you move from place to place. Can you think of the names of some of these kinds of jobs?

_____

_____

Have you ever considered working overseas, in a foreign country?_____

Which foreign country would you like to visit? _____

To work in? _____

What are a few jobs you might like to consider--in a foreign country?

_____

Do you prefer a hot climate, cold climate, or temperate climate?

_____

Would you rather work in the country, small town, large city or.....?

_____

Supply and Demand

When our parents were looking for their first jobs, the country was in a period of great change. Jobs were becoming more specialized, and more education was needed. New jobs were constantly being created.

Today, research and science personnel are in demand. Technicians and skilled craftsmen are in short supply. Semi-skilled and unskilled jobs are rapidly disappearing. Automation, technological and scientific developments are causing many jobs to disappear. Farm workers are in short demand, and other jobs requiring only muscle power, physical labor, are disappearing.

Jobs are opening up in the following fields: health and paramedical, business and distributive occupations, government work, transportation, construction, communications, technicians.

What types of people are among the unemployed? Why? _____

_____

Would you agree that education is becoming increasingly important in the world of work today? Why or why not? _____

_____

_____

Do you suppose you could find a job most readily as a college professor or electrician technician? _____

Advancement Opportunities

Why might a job be classified as a "dead-end" job? _____

_____

What can you do now (and the next few years you are in school) to insure that you are qualified for advancement in your chosen field of occupation? _____

_____

In what way might Advancement Opportunities be related to Supply and Demand?

_____

Personal Qualifications

List six qualities which you possess which lead you to think that someone might want to hire you?

_____ _____ _____

_____ _____ _____

What are your following personal qualifications?

Age _____ Height _____ Weight _____

Eyesight _____ Hearing _____ Health _____

Are you dependable?

Do you complete assignments?

Are you always on time?

Are you clean and neat in your work and personal appearance?

Are you willing to work hard?

Do you complain a great deal?

Do you always make excuses for mistakes?

Can you follow directions?

Are you energetic?

Are you likeable?

Licensing, Unions, Organizations

For many occupations, laws have been passed which set certain standards for certain occupations. For example, a lawyer must pass a bar examination, and be licensed. Private organizations, i.e., unions, followed this same pattern, and set rules and regulations for their members or for certification. You have perhaps heard of a journeyman carpenter, master carpenter, and such in other occupations.

Union groups often were instrumental in obtaining better work standards for workers, and in obtaining better wages.

Many occupations are represented by an organization, or by several. For example, a teacher may join the National Education Association, a local education association, and many other organizations. These organizations help represent the workers as well as keep them informed of current developments in their lines. Often membership to a certain group gives prestige and recognition to the person belonging.

For the following occupations, list one union, organization or license which is connected with each occupation:

Certified Public Accountant _____

Stenographer _____

Dock Worker _____

Veterinarian _____

Architect _____

Beautician _____

Automobile Worker _____

Opposite each union listed below, list one type of worker which might belong to that union:

Amalgamated Meat Cutters and Butcher Workmen of North America _____

United Brotherhood of Carpenters and Joiners of America _____

Laundry, Clearning and Dye House Workers International Union _____

Brotherhood of Railroad Trainmen _____

Brotherhood of Painters, Decorators and Paperhangers of America _____

Name _____

Matching Quiz

Match the words in the left column with the comments:

_____ Blue-collar Job	a. An office job
_____ Avocation	b. A person's hobby
_____ Remuneration	c. Housing, free medical plan, etc.
_____ Apprentice	d. Semi-skilled manual job
_____ Salary	e. Sales at a store
_____ Fringe Benefits	f. Advancement in position
_____ Retail Sales	g. Pay in monthly or yearly figures
_____ White-collar job	h. Trainee
_____ Promotion	i. An agreement
_____ Contract	j. Pay

UNIT 4

Lesson 4

BROAD OCCUPATIONAL FIELDS

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Worksheet 1..... 612

Analysis of Occupational Field..... 613

Broad Occupational Fields Chart..... 614

Vocabulary

Define:

Distributive

Technical

Home Economics

Computational

Persuasive

Literary

Social Service

Artistic

Clerical

Domestic Service

Processing (Careers)

Professional

Structural (Work)

Mechanical

WORKSHEET 1

What Are Broad Occupational Fields (Job Families)

A. Jobs are grouped together into broad occupational fields on the basis of common characteristics. Some common characteristics may be that they:

1. Belong to the same industry (paper, garment, bottle, etc.).
2. Require similar training (technical, professional).
3. Involve similar activities (outdoors, athletics, construction).
4. Satisfy similar interests (health, service, artistic).
5. Require similar skills (bench work, transportation, communication).
6. Are in the same location (urban, rural, local government).

REMEMBER: A job may belong to several fields. For example: Nursing is both a health occupation, semi-professional, and a service occupation.

Knowing what broad occupational fields a job belongs to may help you to learn about other jobs which might interest you. It can help you discover other jobs which require similar abilities, skills, or training.

B. This work sheet will help you discover how jobs are placed into various broad occupational fields.

1. In the first column, list at least two jobs in which you are interested.
2. In the second column list the broad occupational fields to which <u>each</u> job may belong. List as many as relate to that job.
3. In the third column, list jobs which are related to the original job. By related it is meant--jobs which are in the same broad occupational fields. List six related jobs or more.

Name of Job	Broad Occupational Field to Which it Belongs	Related Jobs
1.	Training _____ Activity _____ Interest _____ Skill _____ Location _____ Industry _____	_____ _____ _____ _____ _____ _____
2.	Training _____ Activity _____ Interest _____ Skill _____ Location _____ Industry _____	_____ _____ _____ _____ _____ _____
3.	Training _____ Activity _____ Interest _____ Skill _____ Location _____ Industry _____	_____ _____ _____ _____ _____ _____

Name _____
Class _____

ANALYSIS OF OCCUPATIONAL FIELD

1. Name of Occupational Field _____

2. List ten occupations belonging to this occupational field:

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

3. Give the approximate range of annual earnings _____

4. What are the job prospects in this field (supply and demand)? _____

_____

_____

5. What are some of the principal places for doing the work of occupations in this field? (Example: store, outdoor lot, etc.) _____

_____

6. Where are most jobs in this field located? (Example: automobile agencies, large industry, hospitals, etc.) _____

_____

7. Range and types of education needed to obtain jobs in this field.

_____

_____

8. Briefly describe the potential satisfaction this field might have for you in terms of your interests, abilities, and values. _____

_____

_____

_____

SAMPLE BROAD OCCUPATIONAL FIELDS CHART*

Field	Folder No.	Chronicle Career Kit No.	Career Info. Kit No.	Desk-Top Career Kit No.	Job Family Series No.	D.O.T., II Page No.	Filmstrip in Lab
Professional	1	0-00--0-39	100 (grouped with Tech. & Managerial)	000--199	15, 17, 18	1, 3-6	
Semi-Professional	2	0-40--0-69					
Skilled	8	4-00--5-99					
Semi-Skilled	9	6-00--7-99					
Unskilled	10	8-00--9-99					
Service	6	2-00--2-99	400	300-399	19	1, 9-11	
Fishing, Forestry, Agri. & Related	7	3-00--3-99	500	040 400-419	11	2, 12-13	X
Managerial & Official	3	0-70--0-99	100 (grouped with Tech. & Professional)			1, 3-6	
Clerical & Related	4	1-00--1-49	200	200-249	6	1, 6-9	
Sales & Related	5	1-50--1-99	300	250-299	5	1, 6-9	
Skilled trades & related repair & production occup.	11		600	600-699		2, 15-18 (Machine Trades)	
Construction	12	0-03		800-899	9	2, 21-22 (Structural Work)	
Engineering	13	0-14--0-20			7	3	
Technical	14	0-66	100 (grouped with Prof. & Managerial)		4	1, 3-6	
Sciences	15	0-35, 0-07		020-029 040-049	8, 20	3-4	

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Field	Folder No.	Chronicle Career Kit No.	Career Info. Kit No.	Desk-Top Career Kit No.	Job Family Series No.	D.O.T., II Page No.	Filmstrip in Lab
The Arts	16	0-24, 0-02 0-04, 0-45		140-149 970-979	12, 14	5	
Industrial	17						
Marketing (Wholesale, Retail)	18						X
Mechanical	19				2		
Medical & Health	20	0-25, 0-26 0-13, 0-33 0-34, 0-52		070-079	10	4	
Military	21			378			X
Manufacturing							X
Transportation	22	5-35--5-49		910-919			X
Government	23						X
Bench Work	24			700-799		2, 18-20	
Communication	25				13		
Processing	26			500-599		2, 13-15	

*As you find other sources of information, add them to the chart.

See also:

Planning My Future, p. 56 — Can I Be a Scientist or Engineer? — How to Choose a Career

Dictionary, Encyclopedia — Dictionary of Occupational Titles

UNIT 4

Lesson 5

JOB ANALYSIS

Contents — Page Number

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Sample Job Analysis Sheet..... 618

Job Interview Questions..... 619

Sample Contract..... 620

Student's Instructions for Job Experience..... 621

Student's Guide..... 622

JOB TRAIT RESEARCH SHEET

Choose one of the following jobs. Circle your choice:

Electrician Optometrist Secretary Dental Technician

Advertiser

Answer the following questions about this job. Give brief one or two sentence answers, using only the space provided on this sheet.

1. Hours of work per week _____

2. Earnings (by the hour, week, or month) _____

3. Will demand for workers in this field decrease or increase in the future (next 10 years)? _____

4. Will there be more, less, or just right amount of workers to fill the openings in this occupation? _____

5. What education and/or special training is required for this occupation?

_____

_____

_____

6. What are the working conditions you would encounter in this occupation?

_____

7. What individual qualifications, other than education or special training, does this job require? _____

8. In what section of the country or other special location would most jobs of this type be available? _____

9. Is this a "dead end" job, or is there some degree of advancement opportunities? _____

10. Are there unions, other organizations or special licenses connected with this job? (Name them) _____

_____

11. Name two related occupations _____

12. Give one source of additional information about this occupation _____

_____

Name _____
Period _____
Date _____
Name of Job _____

SAMPLE JOB ANALYSIS SHEET

Obtain answers to the following questions:

1. What abilities and skills are required for the job? (What must he be able to do, to do this job?
2. What are some of the specific interests that are involved in the job? For example: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.
3. What type of personality would be best for this job?
4. Does the job involve a wide variety of activities? (Things to do?)
5. What are some of the working conditions? (What's it like where he works, are there odd hours, unusual conditions?)
6. What school subjects or courses are desirable as preparation for this job?
7. What responsibilities does the worker have? (What does he do?)
8. How much money would you make when you first start?
9. What are some disadvantages of this job?
10. Where can you write for free information?
11. What education is needed for preparation for this job?
12. How do you think you would feel if you were doing this job?

WHAT IS A JOB?

Job Interview Questions

Name _____
Date _____

Interview an adult, perhaps one of your parents or a neighbor, concerning his or her job. The questions on this record sheet may be used as an outline for the interview.

What is the name of your job?

What do you do in your job?

What mental abilities do you need?

What physical skills do you need?

What interests are involved?

How did you prepare for your job (education and training)?

What school subjects have been most useful to you?

What are some of your working conditions?

What are some things you like about your job?

What are some things you dislike about your job?

What is the beginning salary in your job?

What are some related jobs?

Other information

When you have filled out the spaces above, describe how you think you would feel if you had this job. Give your reasons.

SAMPLE CONTRACT

I, _____, am going to work for a grade of _____,

and agree to do the following for that grade:

For an A:

List the occupations* you plan to study, the three films or filmstrips you plan to see, and the person you plan to interview.

For a B:

List the 4 occupations* you plan to study, the 2 films or filmstrips you plan to see, and the person you plan to interview.

I will have all work completed and handed in by the deadline of _____.

Signed:

_____

* Occupations chosen must include occupations in at least 3 different levels of education and 3 different broad occupational fields.

(Teachers should: discuss the job analysis to be handed in on each chosen occupation; provide the students with a list of pertinent available filmstrips; and discuss the special report. See Lesson 3.)

STUDENT'S INSTRUCTIONS FOR JOB EXPERIENCE

Students be sure to pay attention to the following:

1. Be on time.

2. Dress appropriately.

   a. Dresses or skirts and blouses for the girls.
   b. Dress slacks and sport-shirts or shirt and tie for the boys.
   c. Shoes well polished.
   d. Hair combed.

3. Don't get in the way. (Remember, other students may want to visit there).

4. Be courteous. (We are their guests).

5. Don't ask how much money the person makes. (You may ask how much a person's starting salary would be.)

6. When your appointment time is over, express your appreciation and excuse yourself. (Don't hang around and become a pest.)

7. If for some <u>good</u> reason you cannot make your appointment, first contact your teacher and then the employer. Do this as soon as you are aware that the appointment cannot be met.

8. When you ask questions, try to make them meaningful.

9. Listen to answers that are given.

10. Stay with the person to whom you are assigned, unless he or she gives specific directions otherwise. (Don't wander off and gab.)

11. Don't bother other employees.

12. If asked to help with the job, do as good a job as you can.

STUDENT'S GUIDE

Student's Name _____

Name of Organization_____

Name of person with whom you spent most of your time _____

Day of week _____ Date _____ Time _____ a.m. p.m.

Day of week _____ Date _____ Time _____ a.m. p.m.

1. How much schooling after high school is necessary for this job? _____.

2. Was there any special training necessary to do this job? (yes, no) What was this training?

3. Could someone without a high school education be successful in this type of work? (yes, no)

4. What was the approximate beginning salary of this line of work.

5. Were there other types of work being done that are closely associated with the job you were observing? (yes, no) Name as many as you can.

6. The majority of the time was spent doing what?

7. Are there special clothes that need to be worn on this job? (yes, no) List these.

8. Are there any special physical abilities needed in this line of work? List these.

9. Are there any machines being used in this work? (yes, no) If yes, what are they?

a. d.
b. e.
c. f.

10. Do you feel that the machines mentioned above may put some people out of work? (yes, no) If so, how?

11. Did this type of work exist 100 years ago? (yes, no) 50 years ago? (yes, no) 10 years ago? (yes, no)

12. Do you think this job will be in existence in 5 years? (yes, no) 10 years? (yes, no)

13. Does this job represent an area of work that you might like to get into in a few years? (yes, no) If no, why not?

UNIT 5

Lesson 1

LESS THAN HIGH SCHOOL

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Skilled, Semi-skilled, Unskilled Jobs..... 636

SELECTED CAREERS RELATED TO AGRICULTURAL SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Vocational Agricultural Teachers -County Agent	-Agriculture Broker -Appraiser (Farm) -Home Demonstration Agent	-Agricultural Engr. -Soil Scientist -Veterinarians -Ecologist -Horticulturist -Plant Physiologist	-Agronomist -County Agent -Forester	-University Teacher (Agriculture) -Agricultural Journalist -Landscape Arch. -Farm Broadcaster	
II H.S. Plus Technical		-Feed Salesman -Implement Dealer -Realtor (Farm) -Auctioneer	-Plant Quarantine Inspector -Farm Mech. -Artificial Inseminator	-Nurseryman -Apiarist -Floraculturist -Dairy Tester		
III H.S. Graduate			-Butter Churner -Butter Maker -Cheese Maker -Blacksmith -Butter Grader	-Landscape Gardner -Farmer: Dairy Fruit General Grain Livestock Vegetable -Herdsman		-Show Horse Exhibitor
IV Less than H.S. Graduate	-Agriculture Aide	-Grain Sampler -Grain and Elevator Worker	-Butchers -Butter Cutter -Meat Curer -Egg Grader -Greenhouse Worker -Butter Wrapper	-Dairy Hands -Farm Larorers -Fire Guard		-Lead Pony Boy

SELECTED BUSINESS AND DISTRIBUTIVE CAREERS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Employment Manager -Personnel Manager	-C.P.A. -Broker -Auditor -Controller -Credit Mgr. -Office Mgr. -Sales Mgr. -Market Specialist -Accountant Banker	-Telephone Engr. -Data Processing System Analyst -System Engineer		-College Teacher -Commercial High School Teacher -Journalist	
II H.S. Plus Technical		-Purchasing Agent -Secretary -Paymaster -Bank Teller -Salesman -Dept. Store Buyer	-Contractor - General -Medical Records Librarian		-Law Clerk	
III H.S. Graduate	-Telegrapher -Telegraph Agent -RR Conductor -Postal Worker -Telephone Operator	-Bookkeeper -Cashier -Stenographer -Credit Clerk -Sales Clerk -Office Worker -Station Agent -Dispatcher -Typist -Billing Machine Operator -Receptionist -File Clerk	-Tabulating Machine Operator -Programmer			
IV Less than H.S. Graduate	-Census Taker -Rural Mail Carrier -Elevator Opr.	-Stock Clerk -Multigraph Opr. -Messenger Boys -Collector -Office Boy		-House to House Salesman		

SELECTED CAREERS RELATED TO ENGLISH
AND LANGUAGE ARTS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Reading Specialist -Speech Therapist	-Advertising Mgr. -Public Relations -Sales Engr. -Traffic Mgr.	-Technical Writer	-Sports Writer	-Lawyers -Editor -Clergyman -English and Language Arts Teacher -Foreign Corres. -Tutor -Journalist	-Lecturer -Author -Continuity Writer -Actor -Dramatic Critic -Scenario Writer
II H.S. Plus Technical	-Interpreter -Translator	-Retail Mgr. -Salesman -Sales Person -Secretary	-Cryptographer		-Radio Announcer -Reporter -Librarian	-Script Writer
III H.S. Graduate	-Customs Inspector -Immigration Inspector	-Auctioneer -Demonstrator -Buyer -Floorwalker -Sales Clerks -Foreign Exchange Clerk -Stenographers	-Telephone Operator -Printer			-Copy-writer
IV Less Than H.S. Grad.	-Hostess -Usher				-Proofreader	

SELECTED CAREERS RELATED TO FOREIGN LANGUAGES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Diplomat -Curator -Missionary	-Tour Conductor -Commercial Attache -Branch Manager Airways Corp.	-Translator of Technical Writings -Physician -Nurse -Engineer -Geologist -Archeologist -Architect -Pharmacist		-College Language Teacher -Writer Foreign Language Paper -Foreign Correspondent -High School Language Teacher	-Opera Singer -Critic -Actor, Actress
II H.S. Plus Technical	-Language Librarian -Steward or Stewardess -Receptionist	-Dealer, Foreign Books -Secretary Bilingual -Travel, Bureau Manager -Foreign Service Worker -Fashion Buyer	-Wireless Operator -Researcher		-Broadcaster	-Art Collector
III H.S. Graduate	-Interpreter -Translator -Customs Inspector -Immigration Inspector -Traveling Companion	-Foreign Clerk -Foreign Collection Clerk -Exporter -Importer		-Policeman		
IV Less than H.S. Graduate	-Hotel Worker	-Hotel Clerk -Armed Forces -Merchant Marine -Information, Aide Courier		-Taxi Driver		

SELECTED CAREERS RELATED TO HOME ECONOMICS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Homemaker Consultant	-Home-Service Representative -Journalism -Food Service Mgr. -Test Kitchen Researcher -Extension Service Specialist -Buyer	-Dietitian -Food Chemist -Research Worker		-Homemaker -Home Economics Teacher -Home-Extension Agent -Advertising Photographer -Public Health Official	-Fashion Designer -TV Demonstrator -Interior Designer -Textile Designer
II H.S. Plus Technical	-Chef or Cook -Caterer -Clothing Alteration Specialist -Child Care Assistant	-Food Salesman -Comparison Shopper	-Meat and Dairy Inspector -Baker		-Homemaker	-Decorator Assistant
III H.S. Graduate	-Hotel Housekeeper -Beautician		-Dressmaker -Tailor -Upholsterer -Lab Assistant		-Homemaker -Teacher Aide	-Cake Decorator -Display Assistant
IV Less Than H.S. Graduate	-Alteration Seamstress -Food Service Worker -Nurse Maid -Hotel Aide -Homemaker Assistant -Clothing Care Service -Waitress -Babysitter		-Baker Helper -Meat Cutter -Dry Cleaner Assistant -Garment Factory Worker -Laundry Worker		-Homemaker	

SELECTED CAREERS RELATED TO INDUSTRIAL EDUCATION

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above		-Sales Engineer	-Mechanical Engr. -Electrical Engr. -Aero. Engr. -Air Cond. Engr. -Automotive Engr. -Civil Engr. -Industrial Chemist -Ceramic Engineer		-Editor of Indust. Publications -Reporter of Indust. Publications -Teacher of Indust. Arts -Writer of Indust. Publications	-Architects -Artists
II H.S. plus Technical	-Radio and TV Repairman	-Contractor -Building Trades	-Elect. Assembler -Technician -Airplane Pilot -Factory Foreman -Boiler Inspector -Radio Operator -Die Designer -Draftsman -Auto-Diesel Mech.		-Vocational Instructor -Printer	
III H.S. Graduate		-Telephone Inspector	-Machinist -Airplane Mech. -Blacksmith -Boilermaker -Bookbinder -Bricklayer -Cabinetmaker -Carpenter -Welder -Photoengraver	-Crane Oper. -Oil Well Driller -Lineman -Operating Engineer	-Linotype Oper. -Compositor	-Photographer
IV Less than H.S. Graduate	-Bus Driver -Chauffer -Dray Man -Truck Driver -Custodian -Bldg. Cleaner -Maint. Man -Gas Station Attendant	-Multigraph Operator	-Armature Winder -Assembler -Babbitter -Blast Furn. Blower -Brake Adjuster -Leather Worker -Airplane Cleaner -Blaster -Mach. Operator	-Lumber Inspector -Tractor Driver -Stationary Engineer		-Photo-Technician

SELECTED CAREERS RELATED TO MATHEMATICS

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Corp. State-ment Analyst -Reorganization Advisor -Tax Expert -Marketing Expert -Psychometrist	-Investment Advisor -Banker -System Analyst -Computer Programmer -Econometrician -Bursar -Accountant, Pub. -Statistician -Actuary	-Astronomer -Physicist -Mathematician -Engineer, Electrical, etc. -Research	-Navigator -Civil Engineer	-Economist -Teacher, Mathematics -Sociometrician	-Architect
II H.S. Plus Technical	-Tax Collector -Airplane Inspector	-Collection Mgr. -Appraiser -Auditor -Bank Examiner -Office Manager -Sales Manager	-Contractor -Machine Designer -Radio Operator -Draftsman -Tool Designer -Optometrist -Lab Assistant	-Surveyor		-Motion Pictures (Audio)
III H.S. Graduate	-Assessor -Actuarial Assistant	-Statistical Clerk -Cashier -Bookkeeper -Ticket Agent -Broker's Clerk -Cost Clerk -Budget Clerk -Secretary to Accountant -Teller -Billing Clerk	-Tool Maker			
IV Less Than H.S. Graduate		-Card Punch Operator -Computing Machine Operator -Sales Clerk				

SELECTED CAREERS RELATED TO MUSIC

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above		-Impresario -Music Store Manager			-College Music Teacher -High School Music Teacher	-Composer -Chorus Master -Conductor -Choir Master -Music Critic -Concert Master -Opera Singer -Orchestrator
II H.S. plus Technical		-Salesman, Music and Musical Instruments			-Music Teacher, Private	-Arranger -Music Librarian -Organist -Pianist -Violinist -Accompanist
III High School Graduate		-Sales Clerk, Music Store	-Musical Instrument Repairman -Organ Tuner -Piano Repairman -Piano Stringer -Piano Tuner -Violin Maker -Violin Repairman			-Instrument Musician
IV Less than H.S. Graduate						-Stage Hands

SELECTED CAREERS RELATED TO SCIENCE

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Occupational Therapist -Psychologist -Psychiatrist -Dietician	-Sales Engineer -Manufacturing Electronic Equipment	-Anthropologist -Chemist -Medical Technologist -Astronautic Engr. -Physicist -Engineer -Mathematician -Physician -Biologist -Botanist -Veterinarian -Pharmacist -Nurse -Dentist -Chiropractor	-Agronomist -Wildlife Specialist -Range Management Specialist -Horticul-turist -County Agent -Landscape Architect	-Curator -Science Teacher -Physical Education Teacher	
II H.S. Plus Technical	-Mortician	-Pharmaceutical Salesman -Medical Secretary -Chemical Secretary -Salesman, Scientific -Supplies & Equipment	-Biological Research Aide -Dental Technician -Dental Hygienist -Medical Technician -Optometrist -Weather Observer -Practical Nurse -Embalmer	-Floricul-turist -Nurseryman -Tree Surgeon -Fish Culturist -Soil Conser-vationist		-Botanical Artist
III H.S. Graduate			-Taxidermist -Glass Blower -Dry Cleaner -Textile Technician -Laboratory Technician	-Landscape Gardner -Poultryman -Truck Gardner -Apiarist		
IV Less Than H.S. Graduate			-Veterinary Hospital Attendant -Zoo Caretaker -Nurse's Aide	-Lumber Inspector -Nursery Employees		-Animal Trainer -Photographic Technician

SELECTED CAREERS RELATED TO SOCIAL STUDIES

Levels	Service	Business Clerical and Sales	Science and Technology	Outdoor	General Cultural	Arts and Entertainment
I Bachelor's Degree or Above	-Social Worker -Psychologist -FBI Agent -Counselor -YMCA Secretary -Clergyman	-Gov. Official -Industrial Executives -Economist -Market Analyst -Buyers -Arbitrator	-Archaeologist -Paleontologist -Anthropologist		-Judges -Lawyers -Philologist -Editor -Sociologist -News Commentator -Reporter -Librarian -Justice of the Peace	-Museum Curators -Historian (Dramatic Arts)
II H.S. Plus Technical	-Police Sergeant -Detective -Sheriff -Employment Interviewer	-Union Official -Bank Teller -Salesmen -Wholesaler -Retailer			-Law Clerks -Radio Announcers	-Tour Conductor -Travel Bureau Director -Cartoonist
III H.S. Graduate	-Policemen -Religious Workers -Bus Drivers	-Floor Walkers -Interviewers (Poll) -House Canvassers & Agents			-Library Assistant	-Museum Guide
IV Less Than H.S. Graduate	-Train Porters -Taxi Drivers -Bellhops -Elevator Operators -Usher	-Peddlers -Newspaper Boy			-Library Page -Copy Boy	

Worksheet on Careers Related to School Subjects at Four Educational Levels.

1. List below the four (4) different levels of education as considered in this material.

   1. 3.

   2. 4.

2. List the six (6) different broad occupational fields that are given at the top of each page.

   1. 4.

   2. 5.

   3. 6.

3. List the ten (10) different school subjects that are talked about in the brochure.

   1. 6.

   2. 7.

   3. 8.

   4. 9.

   5. 10.

4. What type of work would you do if you went into a distributive career?

5. If you dropped out of school in the eleventh grade and you wanted to enter a career related to science, what two jobs could you get where you would be working outside?

   1.

   2.

6. Turn to the page on Careers Related to Foreign Languages. A high school graduate could get a job working outdoors as a policeman. Suggest a reason why being able to speak a foreign language would be helpful in this occupation.

7. List three (3) jobs that a man could get into in the Home Economics Related Careers.

   1.

   2.

   3.

8. What service jobs would be open to you in the Agriculture Sciences if you graduated from college?

   1.

   2.

9. List some jobs that girls could do in an Industrial Education Career. (As we usually think of)

   1.

   2.

   3.

   3.

   4.

10. In mathematics with high school graduation and technical training you could become an auditor. Use the materials in the lab and find out what they do. (State it in one sentence.)

11. With jobs related to English, the jobs deal mainly with reading, writing, and _____.

12. List all of the service jobs related to music.

    1.

    2.

    3.

Skilled, Semi-skilled, Unskilled Jobs

Jobs in the same field of work are often classified by the amount of training or skill necessary to do the job successfully.

Three common classifications are:

a. Skilled
b. Semi-skilled
c. Unskilled

Using the three classifications above, label each of the following occupations by placing a letter (a,b, or c) on the blank before the job title.

_____	Fisherman	_____	Plumber
_____	Truck Driver	_____	Miner
_____	Electrician	_____	Gardener
_____	Carpenter	_____	Machinist
_____	Construction Laborer	_____	Instrument Repairman
_____	Bus Driver	_____	Custodian
_____	Bas Station Attendant	_____	Farmhand
_____	Welder	_____	Store Clerk

Discuss your choices in class.

UNIT 5

Lesson 2

HIGH SCHOOL GRADUATE

Contents — Page Number

Advantages of a High School Education..... 638

ADVANTAGES OF A HIGH SCHOOL EDUCATION*

I. You will find it easier to get a job. "Are you a high school graduate?" may be the first question you will be asked when you apply for a full time job. It has proved very expensive and difficult for employers to train people to study, think, and express themselves--all results of an effective high school education. Less than 15 percent of the employers interviewed in a recent poll conducted by the Bureau of Social Science Research hire workers who are under 18 and who are not high school graduates.

II. You will get a better job. Odds are about 3 to 1 that you will need a high school diploma to get the kind of beginning job you want. Employers want people with a sense of real responsibility, people who have proved that they do not leave a job half finished.

III. You will be promoted faster. Because of technological developments--automation and nuclear energy--we are entering an era in which there will be a great increase in the number of skilled jobs, and a corresponding decrease in the number of unskilled jobs. The Department of Labor estimates that technological advances are affecting almost 1.8 unskilled and routine jobs a year. True, many displaced workers who qualify are being retrained to handle jobs in many new fields opened by technological advances; but a strong back and willing hands are no longer the only requirements for most jobs. TODAY A HIGH SCHOOL DIPLOMA IS NEEDED TO OPEN THE GATES TO FURTHER TRAINING. The first to be laid off, nongraduates have twice the unemployment rate of graduates.

IV. You will make more money. A high school graduate during his working lifetime, beginning at age 18, will earn on the average, $76,000 more than a person who quits school after finishing the 8th grade. The high school graduate will earn $46,000 more than the high school dropout. Look at it this way:

--4 years of high school - 720 days
--During his earning years the high school graduate will collect about $76,000 more than the 8th grade graduate.
--Therefore, each of those 720 days is worth about $105.

V. You will be able to advance in the armed forces. The Armed Forces URGE all young men to remain in high school until they have graduated because they:

Are better able to absorb military technical training.
Have a better opportunity to be selected for military schooling
Have a better opportunity for advancement in rank.

VI. You will be prepared for professional training. To gain any additional training, whether technical or college, you must have the foundation of a high school diploma. Prepare yourself with that diploma so that you are free to make the choice, and it is not already made for you.

*For further information, refer to the free pamphlet "Stay in High School," Published by the American School, Drexel Ave. at 58th Street, Chicago, Ill. 60637

VII. You will be able to compete. Better jobs everywhere require at least a high school education.

In 1952, 59 percent of our young people were graduated from high school In 1962, 65 percent were graduated, and the trend is upward.

Tens of thousands of adults who dropped out of high school have found the value of education the hard way and now are enrolled in night schools, or are taking home study courses to earn their diplomas. You must finish high school to compete.

UNIT 5

Lesson 3

TECHNICAL TRAINING

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Consider Technical Training

In an article in The American Magazine, June, 1939, William S. Knudsen, President of General Motors Corporation said:

Last summer I talked a good deal with some young college seniors. They all seemed worreid about how they would get their start in life. "What shall we do?" they asked. "What shall we head for?"

I suggested that they go out and try to get a job working with their hands: filling station, factory, store, machine chop. They were puzzled. They thought I was joking. Why, they were college men. Manual labor would involve (in some way I don't understand) a loss of standing, of prestige. Furthermore, these youngsters had never had any training in practical, mechanical skills. They wouldn't know how to start.

Now these were pretty good, average, decent, intelligent young Americans. The fact that they feared to go to work with their hands indicates there is something wrong with our system of training.

Of the hundreds of thousands of young men graduated from college every year, the largest proportion seem to have one ambition: to sit at a desk with a telephone on it. If the desk has a buzzer, with a secretary to answer the buzzer, why, that's tops. It seems to me there's something wrong with that ideal.

There is one thing I would like to straighten out first of all. It may be said that it is easy for me, as president of a large corporation, to advise youngsters to start in "the humble position of a mechanic."

There is nothing "humble" about the position of a mechanic. Even with all our unemployment, the top-rank skilled mechanic is still the most sought-after and independent man you can find. The place of America today, the American standard of living, depends more on the skill of our mechanics than on any other one class or factor. The genius of America is production; and a large percentage of our productive enterprises are headed by men who have come up from the worker's bench.

Why is it, then, that so many of our youngsters today want to start their careers sitting at a desk, with no more manual and practical skill than is necessary to operate a telephone?

They aren't weak; on an average they are stronger and healthier than we were. They aren't lazy; they will run themselves to exhaustion on the athletic field. They aren't soft; they will risk their necks bucking a football scrimmage line. Why, then, their dread of manual labor?

The pioneers were men of little education. So were the immigrants. Consequently, there grew up in America a great reverence for book learning. The man who made his living sitting at a desk, wearing a white collar, was looked up to and envied. He seemed of a higher social class.

From this came many good things. It provided the urge for universal education in America. It gave every American mother the ambition that her

child should have "the highest possible education." It built in America the greatest number of colleges and universities in any country of the world.

But maybe we have gone a little too far in our reverence for book learning; maybe in our concentration on that we have forgotten other things which are just as important. That is, the knowledge of how to work with our hands, how to create with practical skill.

I am not belittling education. What I am trying to say is that a person educated entirely through books is only half educated. There is a kind of practical knowledge and good sense which can flow into the brain only through the use of the hands.

A youngster's development, as I see it, consists of three stages:

First, there is childhood. That is when the boy likes to take things apart and does not know how to upt them together again.

Second, there is adolescence, say from fourteen to twenty. That is the period of the creative urge, when a healthy youngster wants to build things, to construct useful articles with his own hands, to acquire skill and craftsmanship.

Third, there is the mating period, in the early and middle twenties. That is when a man is well and able to work harder than at any other time in his life, to establish himself and his family in the world.

In the second stage, in the very years when the creative urge ought to be developing and flowering, most of the energy is devoted to cramming theories out of books. The creative urge is stifled. The mating period is sometimes advanced, and the fine physical energy which might go into learning a trade is burnt up on the athletic field under nerve-cracking coaches.

When the natural time to get married arrives, the young man finds himself all dressed up with theoretical knowledge, and no place to go. He has no trade, no practical skill, no useful arts.

The pioneer's legitimate aspiration for learning has decayed into a kind of snobbery which considers it more honorable to handle a telephone than a wrench; more socially desirable to dictate to a stenographer than to direct a crew of skilled mechanics.

That's not the true American tradition. George Washington was for years a hard-working surveyor; Thomas Jefferson as a gifted designer of useful appliances; Benjamin Franklin, a journeyman printer, inventor, and electrician; Abraham Lincoln, a rail splitter, storekeeper, and worker on flatboats.

The fact that these men knew how to work with their hands undoubtedly contributed to their practical sense.

Suppose your youngster is going to be a teacher or a preacher, a doctor or a lawyer. Should he spend time at manual training and mechanics? By all means. Hand training, to my mind, is an essential part of brain training. Your preacher or teacher, doctor or lawyer, will have more practical sense if he has also had this training, and I think he will do well to keep up some handicraft work through his life as a hobby.

Best of all is the man who combines the learning of books with the learning which comes of doing things with the hands. He is the one who can, as Charles F. Kettering, head of our research laboratories, says, "transfer the science of formula into the science of things." The young man who has that combination need not worry about getting along in the world today, or at any time.

A very good friend of mine has a son in whom I am much interested. He is a smart boy with possibilities of developing great mechanical skill. I have been urging for some time that the boy become a plumber.

The boy's mother cannot believe that I am serious. What! Her darling, gifted boy become a plumber? Why, he must have the best college education. But I am quite in earnest. It is because I think highly of the boy that I believe he would make a crackajack plumber. Later he might go on into heating and air-conditioning. He might become a contractor, or find himself in a strategic position in manufacturing when the big house-rebuilding boom comes in America.

But suppose he remains a plumber? If he is a really <u>good</u> one, neither he nor his mother will ever be in want.

It is a good thing for a young man to try his hand at several different jobs. The value of experience is that it teaches you the things you can't do, as well as the things you can do. After a while you find yourself in a job which you like too well to quit. The thing you like best is probably the thing you are best at. Probably because I am a mechanic, and proud of it, I have put a good deal of stress on mechanical training. Of course, I don't mean that everybody should go into mechanical work. We need good men in every business and profession.

What I am hitting at is the false tradition of gentility which prevents many a gifted youngster from following his natural bent. I want to tear down the idea that one honest job is more honorable than another. Honorable work is any work that you do well.

SOME INFORMATION ABOUT TECHNICAL CAREERS

The demand for people with technical skills is growing TWICE AS FAST as for any other group, while jobs for the untrained are rapidly disappearing. There aren't enough applicants to fill technical positions open now. Yet it is estimated that well over 1,000,000 more will open by 1975.

Technicians require only a year or two of education beyond high school, and have DOUBLE the salary of the average high school graduate.

Three kinds of schools have programs for technicians:

1. Technical Institutes. They give intensive courses concentrating almost entirely on what you will need to know in your career.

2. Junior and Community Colleges. They have more emphasis on theory, and also some courses in liberal arts.

3. Area Vocational-Technical Schools. Subjects are geared to work available in the area where the school is located.

Many technical schools can also arrange part-time work in your field of organization.

80% or more of all jobs in the future will require less than four years of college. Most of these jobs will be in the vocational-technical area. In Utah less than 15% of the jobs require a four year college degree.

Types of Technicians: (and some examples)

1. Aeronautical and Aerospace - Work on design of space vehicles, missiles, supersonic transports. Help solve air traffic control problems. Help explore space.

2. Air Conditioning and Refrigeration - Help in the design of future astrodomes, spaceships, sea laboratories, ultramodern homes and cities under domes--the air-conditioning, refrigerating, and heating systems of the future.

3. Agricultural - Work on the scientific production and processing of food and other things that grow. Act as consultant on farm machinery, agricultural chemicals and production techniques.

4. Architectural and Construction - Work on projects to rebuild our cities. Develop new building techniques and new materials for building. Through city planning, help with the sociological problems that plague our inner cities.

5. Automotive - Assist in the design of new traffic control systems. Help in the planning of tomorrow's cars, especially smog control devices, automatic guidance systems, and new safety features. Work on the problems of mass transportation.

6. Chemical - Work in new fields of chemistry, especially biochemistry, chemical engineering. Help develop new materials from chemicals, especially new plastics, new foods, new fertilizers, new anti-pollution agents.

7. Civil Engineering - Work with computers to solve structural problems in constructing new buildings. Work on automatic highways. Help rebuild our cities and our highway systems. Work on unconquered environments (like the jungle, the ocean) to make them livable for man.

8. Commercial Pilot - Pilot airplanes and helicopters. Act as cabin crews in commercial aircraft. (These careers call for experience after your 2-year educational program.)

9. Electrical - Work with new electrical devices, like portable power systems for use in remote areas, fuel cells for use in spaceships, sea labs. Help design electrical systems for tomorrow's homes, factories, etc.

10. Electronic - Work in new electronic fields like miniaturization, solid-state devices. Worl along with scientists in new bioengineering systems. Work on fourth-generation computers, teaching machines, etc.

11. Electromechanical - Help design new information systems, new computers. Work on artificial hearts, other human organs in the new field of biomedical technology. Work on automated production equipment.

12. Electronic Data Processing - Process and analyze business and scientific data using new generation computers. Develop new systems analysis to solve stroage and retrieval problems. Help develop new teaching machines.

13. Fire Protection - Develop new fail-safe systems for supersonic transports, sea labs, and other artificial environments to make them safe for human habitation.

14. Forestry - Help care for, protect, and harvest forests. Develop and conserve wildlife and recreational resources.

15. Health Service - Work with medical teams as assistant or nurse on the new frontiers of medicine. Work on bioengineering techniques to save and prolong life. Work in dentistry and oral surgery.

16. Industrial Production - Help design new production methods, particularly automated systems--and new materials, machinery, and control systems to make industry even more productive.

17. Instrumentation - Work on the instruments that have brought about space exploration, new medical techniques, automation, pollution control and other modern miracles.

18. Marine Life and Ocean Fishing - Develop new procedures for harvesting food from the ocean. Help discover new minerals beneath the sea. Work on conserving the ocean's natural resources.

19. Mechanical Design - Work on producing new kinds of machines for tomorrow's manufacturing plants, hospitals, homes.

20. Metallurgical - Help develop and produce new "miracle" metals and metal alloys for use in construction machinery, medicine, etc.

21. Nuclear and Radiological - Help research, develop and produce nuclear devices and atomic power plants. Use radio isotopes in industrial and health fields.

22. Oceanography - Explore the ocean's chemistry, geography and mineral resources. Develop ways to use them. Develop manned underwater sea labs.

23. Office Specialists - Accounting, financial control and management. Scientific, legal, medical or engineering secretaries.

24. Police Science - Work on new, scientific methods to detect and prevent crime.

25. Sanitation and Environmental Control - Help improve man's environment and protect natural resources by scientific means. Help prevent or control air and water pollution. Inspect and prevent contamination of food. Control waste disposal.

UNIT 5

Lesson 5

EDUCATIONAL LEVELS AND CHOICE

Contents — Page Number

Random List of Occupations (Grouped according to broad occupational fields)..... 648

Random List of Occupations

SERVICE

Vocational Agricultural Teachers
Interpreter
Translator
Babysitter
Alteration Seamstress
Occupational Therapist
Assessor
Mortician
Agriculture Aide
Tax Collector
Psychometrist
County Agent
Hostess
Speech Therapist
Corp. Statement Analyst
Actuarial Assistant
Waitress
Homemaker Consultant
Child Care Assistant
Beautician
Social Worker
Bus Drivers
Employment Manager
Telephone Operator
Immigration Inspector
Hotel Worker
Gas Station Attendant
Radio and TV Repairman
Airplane Inspector
Traveling Companion
Telegrapher
Elevator Operator
Personnel Manager
Elevator Operators
Usher
FBI Agent
Bus Driver
Custodian
Employment Interviewer
Sheriff
Building Cleaner

Food Service Worker
Caterer
Reorganization Advisor
Reading Specialist
Customs Inspector
Railroad Conductor
Census Taker
Psychologist
Psychiatrist
Police Sergeant
Bellhops
Tax Expert
Immigration Inspector
Language Librarian
Diplomat
Rural Mail Carrier
Postal Worker
Hotel Housekeeper
Nurse Maid
Marketing Expert
Detective
YMCA Secretary
Homemaker Assistant
Chef or Cook
Train Porters
Customs Inspector
Receptionist
Clothing Alteration Specialist
Chauffer
Telegraph Agent
Policemen
Clergyman
Taxi Drivers
Hotel Aide
Clothing Care Service
Curator
Steward or Stewardess
Religious Workers
Dray Man
Truck Driver
Maintenance Man

BUSINESS CLERICAL AND SALES

Telephone Inspector
Peddlers
Wholesaler
Hotel Clerk
Branch Manager Airways Corp.
Stenographers
Sales Engineer

Card Punch Operator
Sales Clerk, Music Store
Investment Advisor
Statistician
Multigraph Operator
Office Manager
Appraiser (Farm)

BUSINESS CLERICAL AND SALES (Continued)

Cashier
Secretary
Agriculture Broker
File Clerk
Office Boy
Impresario
Sales Clerk
Bank Examiner
Armed Forces
Union Official
News Paper Boy
Manufacturing Electronic Equipment
Salesman, Scientific Supplies & Equipment
Floor Walkers
Market Analyst
Sales Engineer
Contractor
Food Salesman
Home-Service Representative
Banker
Appraiser
Computing Machine Operator
Salesman, Music and Musical Instruments
Music Store Manager
Government Official
House Canvassers and Agents
Pharmaceutical Salesman
Sales Engineer
Tour Conductor
Merchant, Marine
Auctioneer
Advertising Manager
Grain Sampler
Realtor (Farm)
Fashion Buyer
Foreign Service Worker
Foreign Clerk
Retail Manager
Traffic Manager
Floorwalker
Office Worker
Bank Teller
Messenger Boys
Extension Service Specialist
Buyer
Salesman
System Analyst
Statistical Clerk
Credit Clerk
Sales Clerk
Stock Clerk
Office Manager
Accountant, Public

Grain and Elevator Worker
Foreign Exchange Clerk
Sales Person
Salesman
Commercial Attache
Dealer, Foreign Books
Medical Secretary
Chemical Secretary
Industrial Executives
Interviewers (Poll)
Feed Salesman
Implement Dealer
Home Demonstration Agent
Purchasing Agent
C.P.A. (Accountant)
Billing Machine Operator
Collector
Public Relations
Sales Clerks
Information, Aide Courier
Exporter
Importer
Bookkeeper
Cashier
Econometrician
Bursar
Journalism
Comparison Shopper
Building Trades
Bank Teller
Economist
Food Service Manager
Cost Clerk
Budget Clerk
Collection Manager
Sales Manager
Typist
Auditor
Computer Programmer
Foreign Collection Clerk
Travel Bureau Manager
Test Kitchen Researcher
Retailer
Secretary, Bilingual
Demonstrator
Buyer
Station Agent
Auditor
Accountant Banker
Paymaster
Dept. Store Buyer
Actuary
Billing Clerk

BUSINESS CLERICAL AND SALES (Continued)

Sales Manager
Teller
Secretary to Accountant
Broker
Ticket Agent
Credit Manager
Broker's Clerk
Controller
Dispatcher
Market Specialist

ARTS AND ENTERTAINMENT

Copy-writer
Scenario Writer
Art Collector
Actor, Actress
Stage Hands
Orchestrator
Composer
Motion Pictures (Audio)
Architect
Photo-technician
Decorator Assistant
Textile Designer
Botanical Artist
Photographic Technician
Museum Curators
Cartoonist
Show Horse Exhibitor
Lead Pony Boy
Lecturer
Script Writer
Critic
Opera Singer
Arranger
Music Librarian
Instrument Musician
Music Critic
Concert Master
Fashion Designer
Cake Decorator
Photographer
Artists
Historian (Dramatic Arts)
Tour Conductor
Travel Bureau Director
Animal Trainer
Display Assistant
Organist
Pianist
Conductor
Author
Dramatic Critic
TV Demonstrator
Interior Designer
Museum Guide
Violinist
Accompanist
Continuity Writer
Chorus Master
Choir Master
Opera Singer

OUTDOOR

Oil Well Driller
Stationary Engineer
Agronomist
Fish Culturist
Nursery Employees
Fire Guard
Farmer: Dairy, Fruit, General, Grain
Livestock, Vegetable
House to House Salesman
Navigator
Surveyor
Policeman
Sports Writer
Taxi Driver
Crane Operator
Lumber Inspector
Wildlife Specialist
Poultryman
Landscape Architect
Apiarist
Herdsman
Farm Laborers
Civil Engineer
Lineman
Tractor Driver
Agronomist
Nurseryman
Tree Surgeon
Truck Gardener
Operating Engineer
County Agent
Landscape Gardener
Dairy Tester
Range Management Specialist
Horticulturist
Floraculturist
Soil Conservationist
Forester
Dairy Hands

GENERAL CULTURAL

University Teacher (Agriculture)
Law Clerk
Curator
Library Page
Radio Announcers
Editor of Indust. Publications
Linotype Operator
Homemaker
Public Health Official
Economist
College Music Teacher
Lawyer
Librarian
Broadcaster
High School Language Teacher
Agricultural Journalist
College Teacher
Physical Education Teacher
Science Teacher
Judge, Justice of the Peace
Library Assistant
Home Economics Teacher
Teacher's Aide
Vocational Instructor
Compositor
Public Health Official
Private Music Teacher
Sociometrician
Tutor
Reporter of Indust. Publications
Printer
Philologist
Copy Boy
Commercial High School Teacher
Journalist
Landscape Architect
Farm Broadcaster
Editor
Sociologist
Teacher of Indust. Arts
Writer of Indust. Publications
Home-Extension Agent
Advertising Photographer
News Commentator
Reporter
Librarian
Editor
Clergyman
Radio Announcer
Proofreader
English, Language Arts Teacher
Writer, Foreign Language Paper
College Language Teacher
High School Music Teacher
Mathematics Teacher
Foreign Correspondent
Journalist

SCIENCE AND TECHNOLOGY

Musical Instrument Repairman
Violin Repairman
Physician (Doctor)
Researcher
Radio Operator
Astronomer
Technical Writer
Nurse's Aide
Laboratory Technician
Chiropractor
Veterinarian
Anthropologist
Auto-Diesel Mech.
Bookbinder
Automotive Engineer
Brake Adjuster
Meat and Dairy Inspector
Laundry Worker
System Engineer
Programmer
Butter Wrapper
Artificial Inseminator
Piano Stringer
Physicist
Geologist
Telephone Operator
Dental Technician
Zoo Caretaker
Embalmer
Medical Technologist
Archaeologist
Blacksmith
Mechanical Engineer
Leather Worker
Garment Factory Worker
Dietician
Cheese Maker
Horticulturist
Tabulating Machine Operator
Telephone Engineer
Piano Repairman
Violin Maker
Contractor
Mathematician

SCIENCE AND TECHNOLOGY (Continued)

Plant Physiologist
Organ Tuner
Engineer, Electrical, etc.
Tool Maker
Nurse
Pharmacist
Cryptographer
Biological Research Aide
Engineer
Veterinary Hospital Attendant
Dry Cleaner
Botanist
Paleontologist
Welder
Ceramic Engineer
Airplane Pilot
Machine Operator
Baker
Research Worker
Medical Records Librarian
Butter Churner
Butter Maker
Butter Grader
Greenhouse Worker
Biologist
Medical Technician
Draftsman
Food Chemist
Electrical Engineer
Photoengraver
Blast Furnace Blower
Egg Grader
Ecologist
Draftsman
Lab Assistant
Soil Scientist
Industrial Chemist
Armature Winder
Assembler
Plant Quarantine Inspector
Draftsman
Pharmacist
Blaster
Practical Nurse
Machinist
Factory Foreman

Translator of Technical Writings
Wireless Operator
Printer
Anthropologist
Chemist
Physicist
Textile Technician
Dental Hygienist
Elect. Assembler Technician
Civil Engineer
Airplane Cleaner
Radio Operator
Die Designer
Dressmaker
Tailor
Meat Cutter
Meat Curer
Butter Cutter
Agricultural Engineer
Contractor - General
Data Processing System Analyst
Archeologist
Architect
Dry Cleaner Assistant
Upholsterer
Glass Blower
Taxidermist
Optometrist
Baker Helper
Aeronautical Engineer
Carpenter
Babbitter
Butchers
Machine Designer
Tool Designer
Farm Mechanic
Butcher
Air Conditioning Engineer
Nurse
Dentist
Bricklayer
Cabinetmaker
Weather Observer
Boiler Inspector
Astronautic Engineer
Boilermaker
Airplane Mechanic

UNIT 6

Lesson 2

STUDY HABIT ASSESSMENT

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Check List of Study Conditions..... 654

Survey of Study Habits..... 655

Sample Achievement Sheet..... 659

CHECK LIST OF STUDY CONDITIONS

Check either "yes" or "no" for each of the following statements.

	YES	NO
1. I have a room of my own in which to study.	___	___
2. I study in the same place each time.	___	___
3. Where I study is quiet.	___	___
4. I have indirect lighting.	___	___
5. The light comes over my shoulder.	___	___
6. Room temperature is between 68-72 degrees.	___	___
7. Only materials needed for study are on my desk.	___	___
8. My chair is hard with a straight back.	___	___
9. I sit erect with my feet on the floor.	___	___
10. I close my eyes occasionally to relax them.	___	___
11. I have my eyes checked regularly.	___	___
12. I visit a dentist for a checkup once a year.	___	___
13. When I study, I study alone.	___	___
14. I leave the radio out of my room when studying.	___	___
15. I set up a definite time to study and stick to it.	___	___
16. I start studying when the time comes.	___	___
17. I have pencils, pens, erasers, and dictionaries close at hand.	___	___

NAME _____ PERIOD _____
DATE _____

SURVEY OF STUDY HABITS

You should go through the check list at least twice. The first time is now. Write the date on the line in front of "First rating." Make your check marks in pencil. When you have finished, you will know how much you have to learn in order to study well.

The second time you complete the check list is when you have finished over ten weeks of school. Write the date in front of "Second rating." Make your checks on the same page, but this time in ink. By comparing the pencil and ink checks, you will see how much you have learned. If poor study habits remain, you will know which study habits need improvement.

Dates: 1. _____ First rating (in pencil)
2. _____ Second rating (in ink)

	NO, I NEVER DO	I DO SOMETIMES	I ALMOST ALWAYS DO
MAKING A SCHEDULE			
1. Do you get enough sleep?	_____	_____	_____
2. Do you keep a schedule that shows the time you plan to spend each day studying?	_____	_____	_____
3. Do you divide your time among the different subjects to be studied?	_____	_____	_____
4. Do you spread the study time over at least five days of the week?	_____	_____	_____
5. Do you keep up to date in your homework?	_____	_____	_____
ARRANGING A PLACE FOR STUDY			
6. Do you study in a place where you are away from such interference as talking, radio, or TV?	_____	_____	_____
7. When you study, do you have all the materials you need?	_____	_____	_____
8. Do you have enough light to read by without eye strain?	_____	_____	_____
9. Do you work in a cool room?	_____	_____	_____
LISTENING			
10. Do you look at the person who is speaking?	_____	_____	_____
11. Do you write the assignments to be studied?	_____	_____	_____
12. As you listen in class, do you write down the main ideas of the lesson?	_____	_____	_____
13. Do you take part in class discussions?	_____	_____	_____
14. Do you ask questions when you are not sure of something?	_____	_____	_____
15. Do you ask for special help when you have a problem?	_____	_____	_____

	NO, I NEVER DO	I DO SOMETIMES	I ALMOST ALWAYS DO
16. Do you help in the work of the class in such ways as suggesting projects or writing information on the blackboard?	_____	_____	_____
17. Are you courteous during the entire lesson?	_____	_____	_____
READING			
18. As you read, do you have questions in mind that you are trying to answer?	_____	_____	_____
19. Do you look a chapter over before reading it in detail?	_____	_____	_____
20. Can you find the main ideas in what you read?	_____	_____	_____
21. Do you make use of the clues in a book, such as headings, heavy print, pictures?	_____	_____	_____
22. Do you use the table of contents, index, and other helps in a book?	_____	_____	_____
23. Do you use the dictionary whenever you are not sure of the meaning, spelling or pronunciation of words?	_____	_____	_____
24. Do you use such library helps such as the card catalogue?	_____	_____	_____
25. Do you use encyclopedias and other reference books?	_____	_____	_____
OUTLINING			
26. Do you state your ideas in the fewest possible words?	_____	_____	_____
27. Do you make an outline before writing a composition?	_____	_____	_____
28. In your outlines, do you use Roman numerals for main ideas and capital letters under them for related ideas?	_____	_____	_____
29. Do you outline class notes?	_____	_____	_____
TAKING NOTES			
30. Do you keep a notebook divided according to subject?	_____	_____	_____
31. Do you keep a notebook that is arranged by date and has a table of contents?	_____	_____	_____
32. Do you keep notes in outline form?	_____	_____	_____
33. Do you write unfamiliar words or special assignments in the margin?	_____	_____	_____
34. Do you review class notes as soon as possible after class?	_____	_____	_____
35. Do you underline the most important words?	_____	_____	_____

	NO, I NEVER DO	I DO SOMETIMES	I ALMOST ALWAYS DO
36. Do you take notes as you read?	_____	_____	_____
37. Do you regularly give your notebook a house cleaning?	_____	_____	_____
38. Do you write neatly so your notes will be easy to review?	_____	_____	_____
REPORTING			
39. Do you make certain that you understand your assignment before you start to work?	_____	_____	_____
40. Do you try to find information in materials other than the textbook, such as newspapers and magazines and on TV?	_____	_____	_____
41. Before you write a report, do you make an outline?	_____	_____	_____
42. Do you name the author and the book from which you get information?	_____	_____	_____
43. Do you try to present your report in an interesting way?	_____	_____	_____
44. Do you check your writing for spelling, grammar, and neatness?	_____	_____	_____
45. If you are to give your report to the class, do you frist practice it aloud at home?	_____	_____	_____
PREPARING FOR A TEST			
46. Do you check everything you do not understand?	_____	_____	_____
47. Do you begin preparing for a test many days before you take it?	_____	_____	_____
48. Do you review facts as soon as possible after learning them?	_____	_____	_____
49. Do you write down important facts that are hard to remember?	_____	_____	_____
50. Do you have a sure way of memorizing facts?	_____	_____	_____
51. Do you make up a sample test for yourself and try to answer it?	_____	_____	_____
52. Do you practice taking objective tests such as true-false, matching, and completion?	_____	_____	_____
53. Do you practice most in the way your teacher is likely to test you?	_____	_____	_____
TAKING A TEST			
54. Do you have all the materials you need to take the test?	_____	_____	_____
55. Do you read the questions for clues to the answers?	_____	_____	_____
56. Do you budget your time?	_____	_____	_____
57. Do you work without stopping?	_____	_____	_____
58. Do you check all your answers?	_____	_____	_____

	NO, I NEVER DO	I DO SOME-TIMES	I ALMOST ALWAYS DO
59. Do you review the test papers when the teacher returns them so that you will not make the same mistakes again?	_____	_____	_____

Using the check list, make two lists of your own. One list is to show your five best study habits. The other list is to show your five poorest study habits.

NOW (the first time you go through the check list)
Date _____

GOOD STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

POOR STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

LATER (the second time you go through the check list)
Date _____

GOOD STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

POOR STUDY HABITS

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____ Period _____

SAMPLE ACHIEVEMENT SHEET

I. Fill out the achievement sheet. Here are your Stanford Achievement Test Scores. Your scores are reported in quartiles: 1 = under 25%ile, 2 = under 50%ile, 3 = under 75%ile, and 4 = under 100%ile.

W M = word meaning
P M = paragraph meaning
A CM = arithmetic computation
A CN = arithmetic concepts
SPEL = spelling
LAN = language
A AP = arithmetic applications

Results of S.A.T.

	W M	P M	SPEL	LAN	A CM	A CN	A AP
Doe, Jane	2	2	1	2	2	2	3

II. List below (1) the classes you are taking or have taken recently, and (2) the grades you are receiving or have received.

Classes	Grades	Classes	Grades
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III. Using the above information (I and II) circle, of the following, the educational level you should be able to achieve:

High School Dropout; High School Graduate; Trade Tech.; Apprenticeship;

Junior (2-year) College; College Graduate; Graduate School.

IV. Are there any changes you might be willing to make in your present school attitude and study habits so that you could achieve more than your present grades and tests indicate?

UNIT 6

Lesson 3

DROPOUT ASSESSMENT

Contents

Page Number

School Interest Sheet..... 661

SCHOOL INTEREST SHEET

Your Name_____ What is your grade?_____

How old are you?_____ Are you a boy or a girl?_____

* *

Key

Yes	1.	Is most school work interesting?.	Yes	No
Yes	2.	Do you feel important in school?.	Yes	No
Yes	3.	Do you feel you lose out if you miss school?.	Yes	No
No	4.	I waste a lot of time	Yes	No
No	5.	Are you often unhappy in school?.	Yes	No
Yes	6.	Are you sometimes permitted to help others with their work?	Yes	No
Yes	7.	Do you like school most days?	Yes	No
Yes	8.	Are you praised when you do good work?.	Yes	No
Yes	9.	Is your school room a happy place?.	Yes	No
Yes	10.	Do you like school very much?	Yes	No
No	11.	Do you like to stay out of school?.	Yes	No
No	12.	Does it seem that you always do poor work?.	Yes	No
Yes	13.	Do you get help when you do not know something?	Yes	No
No	14.	Do you often have too much homework?.	Yes	No
Yes	15.	I like school and my work shows it.	Yes	No
Yes	16.	Are you proud to be in your school room group?.	Yes	No
Yes	17.	Do you like to talk to your teacher alone?.	Yes	No
Yes	18.	Are most school days happy ones for you?.	Yes	No
Yes	19.	Do you sometimes talk and joke with your teacher?	Yes	No
No	20.	Is there always something wrong with your work?	Yes	No
No	21.	I hate school and my work shows it.	Yes	No
No	22.	Could you do better in school?.	Yes	No
Yes	23.	I am happy with the way I am doing in school.	Yes	No
No	24.	If I wanted to I could do better work than I do	Yes	No
No	25.	Most of the pupils do better work than I do	Yes	No
No	26.	I wish I were out of school for good.	Yes	No
Yes	27.	I learn things about as fast as others in my class.	Yes	No
Yes	28.	I feel pretty good about how I get along in school.	Yes	No
Yes	29.	My mother and father think that I am getting along all right in school	Yes	No
Yes	30.	I do more than is expected.	Yes	No
No	31.	No one really cares how I do in school.	Yes	No
No	32.	I do less than is expected.	Yes	No
No	33.	I do <u>only</u> what is expected.	Yes	No
No	34.	I don't work as hard as I should.	Yes	No
Yes	35.	I work better in school every year.	Yes	No
Yes	36.	I complete what I start	Yes	No
Yes	37.	I finish my assignments	Yes	No
No	38.	I only study for subjects I like.	Yes	No

Scoring: For each answer the pupil has which <u>matches</u> the key, have them put a "+" by that answer. For each answer that does <u>not</u> match the key, have the pupil put a "-" by that answer. Add up the "-"'s. You should set up your own norms, but we felt anything over 12-15 minuses indicated a seriously poor attitude toward school.

UNIT 6

Lesson 4

JOBS AND SCHOOL SUBJECTS

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Training Which Will Help You in This Field..... 666

School Subject Worksheet

Name _____

Period _____

At the top of each page are listed 11 main school subject headings. What are they?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Each main subject heading has several sub-headings. For example: English has the sub-headings of English, Speech, and Business English. What are the four sub-headings of Music and Art?

1.
2.
3.
4.

What are the sub-headings of Commercial?

1.
2.
3.
4.
5.
6.
7.

The different jobs are listed on the left side of each page. They are in alphabetical order.
Across from each job title and under each subject heading are various letters: E, I, D, and d. At the bottom of the sheet you are told what each letter stands for. What do they stand for?

1. E=
2. I=
3. D=
4. d=

Suppose you wanted to be an Atomic Scientist. Which subjects would be "Essential"?

1.
2.
3.
4.
5.
6.
7.
8.

If there is a blank, you may assume that those subjects are not very important to that occupation. Which subjects are blank for a Building Contractor?

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

Suppose you hav a strong interest in art. List 10 occupations which list Art as "Essential."

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Choose a job you are interested in. Describe below which subjects are "Essential," which are "Important," which are "Desirable," and which are "Somewhat Desirable."

1. Essential:

2. Important:

3. Desirable:

4. Somewhat Desirable:

List 5 jobs which have all blanks for Post-High School Training. (Therefore no education past high school is necessary.)

1.
2.
3.
4.
5.

SAMPLE GROUP CONTRACT FOR PRESENTATION

Contract must be handed in to schedule presentation date. First come, first served.

Contract

A. Scrapbook

B. Presentation

This will involve:

a.

b.

c.

Each member of the group will do:

Names	Things for group to do:
(John) _____	art work
(Mary) _____	research
(Alice) _____	arrange for panel etc.
	organize everything etc.

The chairman of the group will be _____.

We agree to the following for a (an) _____ grade.

Signed: _____

_____

_____

_____

(Make up a list of ideas for scrapbook and presentation - obtain teacher's cooperation.)

TRAINING WHICH WILL HELP YOU IN THIS FIELD

Announcer - Speech/Drama/Music/English/Social Studies/Debate
Artist - English/Lettering/Drawing/Art/
Bank Teller - English/Accounting/ Bookkeeping/Type/Math/Business
Beautician - Chemistry/Biology/Health/Physiology/English
Body and Fenderman - Math/Mechanical Drawing/Metal Shop/Auto Mechanics
Bookkeeper - Business/English/Math
Bookkeeping Machine Operator - Bookkeeping/Math/Typing/Business English/
Business Law
Busboy - Economics/Health/English/Shop
Bus Driver - Driver Training/Math/English
Buyer - English/Speech/Math/Business/Economics/Salesmanship/Art
Cab Driver - Driver Training/Math/English
Cabinet Maker - Wood and Metal Shop/Mechanical Drawing/Math/English
Carpenter - Drafting/Mechanical Drawing/Math/Shop/Woodwork
Cashier - Business Math/Bookkeeping/Type/Business Law/Business Essentials/
Office Practice
Clerk Typist - English/Math/Bookkeeping/Typing/Business Essentials
Computer Programmer - Math/Business/ Science/English
Cook - Home Economics/Health/Foods
Construction Operator - Shop/Automotive Classes/Math
Darkroom Technicians - Photography/Math/Chemistry/Drawing/Color Theory/English
Dental Assistant - English/Science/Typing/Bookkeeping/Office Practice
Dental Technician - Chemistry/Anatomy/Physiology/English/Art/Ceramics/
Metalworking/Plastics
Diesel Mechanic - Machine Shop/Auto Mechanics/Science/Math
Dishwasher - Home Economics/Health/English/Shop
Draftsmen - Drawing/Lettering/Geometry/Algebra/Trigonometry/Shop/Science
Electric Repairman - Math/Physics/Shop/Mechanical Drawing/Electricity
Electrician - Math/Physics/Mechanical Drawing/Science/Shop/Electricity
Electronics Technician - Algebra/Geometry/Trigonometry/Physics/English/
Drafting/Shop
Farmer - Biology/Auto Mechanics/Shop
File Clerk - English/Typing/Filing/Math/Business Machine Operation
Forestry Aide - Biology/Science/Agriculture/Chemistry/Math
Grocery Checker - English/Speech/Math/Dist. Ed. Business Machine Operation
Gardener - Science/Biology/Agriculture
Guard - Physical Education
Hotel Maid - Home Economics/Health/English/Family Relations/Physical Education
Housekeeper - Home Economics/Health/Family Relations/English
Instrument Repairmen - Math/Algebra/Geometry/Chemistry/Physics/Machine Shop
Insulation Worker - Shop/Industrial Arts/Math/Science
Janitor - Shop/English
Jeweler - Shop/Art/Math/English/Mechanical Drawing
Key Punch Operator - Typing/Business Math/Office Practice/English
Laboratory Assistant, Medical - Chemistry/Biology/Physiology/Health
Laboratory Assistant, Technician - English/Science/Chemistry/Physics/Math
Laundry Worker - Home Economics/English
Library Assistant - Library Practice/Math/Business/English
Lens Grinder - Math/Physics/Science/Shop/English
Licensed Practical Nurse - Health/Biology/Physiology
Lineman - Science/Math/Physics/Shop/English

Lineotype Operator - Typing/Photography/English/Art/Graphic Art/Math
Machinist - Math/Shop/Mechanical Drawing/English
Mail Carrier - Speed Reading/Social Studies/Math/English
Meat Cutter - Health/Math/Shop/English
Nurseaide - Health/English/Physiology
Nurse Maid - Home Economics/Sewing/Cooking/Psychology
Optician - Math/Physics/Shop/Speech/Salesmanship/English
Painter - Shop/Art/English
Engravers - Art/Physics/Chemistry/Photography/Math/English/Graphic Arts
Photographers - Chemistry/Art/Photography/English
Plumbers - Math/Chemistry/Physics/Welding/Algebra/Metal and Wood Shop/Drawing
Policeman - History/Social Science/PhysicalEducation/English
Postal Clerk - Arithmetic/Speed Reading/Speech/English
Postman - Speed Reading/Social Science/Math/English
Receptionist - Spelling/Business/Math/Type/English
Reporter - Speech/Journalism/Social Studies/History/Type/English
Routeman - Speech/Math/Business/Driver Training/Salesmanship/English
Sales Clerk - Merchandising/English/Speech/Arithmetic/Salesmanship/Dist. Ed.
Seamstress - Home Economics/Sewing/English
Secretary - Shorthand/Type/Business/Math/English
Service Station Attendants - Auto Mechanics/Shop/Salesmanship/Business/Math Management
Sewing Machine Operator - Home Economics/Sewing/English
Shipping Clerk - Business Math/Type/Bookkeeping/Business
Stationary Engineer - Chemistry/Physics/Algebra/Geometry/Shop/English
Stenographers - Type/Shorthand/English/Office Practice/Business
Stock Clerk - English/Business Math/Type
Structural Steel Worker/Drafting/Math/Mechanical Drawing/Shop
Surveyor's Assistant - Algebra/Geometry/Trigonometry/Drafting/Mechanical Drawing
Telephone Operator - Speech/Business/Math/English
Tool Maker - Math/Shop/Mechanical Drawing/English
Upholsterer - Wood Shop/Business/English/Math
Waitress - Health/Home Economics/Math/Speech/English
Welder - Physics/Math/Mechanical Drawing/Metal Shop/Welding
Wholesale Salesman - Salesmanship/Math/English/Speech/Psychology
X-Ray Technicians - English/Physiology/Biology/Chemistry/Physics/Math/Type Electronics

UNIT 7

Lesson 1

HEALTH

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Essential Foods..... 670

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HEALTH HABITS

The essential elements of good health are nutrition, activity, rest, sleep and freedom from infection.

A healthy appearance is very valuable in any preparation for a job. Obviously you cannot bring this about the day before you apply for a job! Systematic health habits must be developed early and practiced persistently.

A. Eating Habits

1. Maintaining weight that is adequate for age and bone structure is conducive to better health.

2. Proper diet gives energy, builds, repairs, and regulates the body.

3. The basic four food groups are bread and cereals, meat and meat products, fruit and vegetables, milk and milk products.

4. Tobacco and alcohol do not contribute to good health.

B. Sleeping Habits

1. Adequate sleep and rest will contribute to a good supply of energy, a happy disposition, and physical fitness.

C. Exercising Habits

1. Appearance and health are improved by sufficient fresh air and exercise.

Students should bet annual physical checkups. Dental checkups should be obtained twice yearly.

D. Eyesight - There are few jobs that do not require a person to see well. Get sight deficiencies remedied.

E. Hearing - Ability to hear affects one's choice of jobs, and defective hearing should be corrected if at all possible.

ESSENTIAL FOODS

I. Dairy Foods... Milk, use daily
Four or more glasses for teenagers
(A glass--8 ounces or 1/4 quart of milk)

This quantity of milk provides about 2/3 of the day's calcium recommended for good nutrition.

Cheese, ice cream and other milk-made foods can supply part of the milk.

Use milk as a beverage and in cooking--in hot cereals, milk soups, white sauces, puddings and custards. Pour on fruit, cereal and puddings.

The combination of milk with cereal or bread is excellent, especially in meals where little or no meat or eggs are served. The proteins in milk make those in cereals and bread more useful in the body.

Milk is our main source of calcium:
1 slice American cheese (1 oz.) = 2/3 glass milk
1/2 cup creamed cottage cheese = 1/3 glass milk
1/2 cup (1/4 pint) ice cream = 1/4 glass milk

Milk also contributes fine quality protein, vitamins--especially riboflavin and vitamin A--and many other nutrients. Skim milk lacks the fat and vitamin A of whole milk (unless fortified).

II. Meat Group...
Use 2 or more servings daily.
Meat, fish, poultry, eggs, or cheese--with dry beans, peas, nuts, or peanut butter as alternates.

Use amounts of these foods to supply at least as much protein as that in 4 oz. of cooked lean meat (about 1/2 pound raw). Teenagers need larger amounts of these foods.

Good practices to follow are:
An egg a day or at least 3 to 5 per week.
Liver, heart, kidney, or sweetbread about once a week.
Other kinds of meat, fish, poultry or cheese 4 to 5 or more times per week.
With dried beans, peas, nuts or peanut butter serve milk or cheese. The animal protein makes the vegetable protein more useful.

Foods in the meat group are counted on to supply about 1/2 the protein recommended daily for good nutrition.

Two servings for an adult might be, for example... 1 medium serving of meat (3 oz. cooked) plus 1 egg.
Choose combinations from the following which are about equal in amount of protein.

1 oz. cooked lean meat, poultry or fish
1 egg
1 slice cheese, American or Swiss (1 oz.)
2 tablespoons creamed cottage cheese (1 oz.)
2 tablespoons peanut butter (1 oz.)
1/2 cup cooked dried beans or peas

Eggs and meat, especially liver, are important for iron, also for B-vitamins. Pork supplies large amounts of the B-vitamin, thiamine, the legumes--dried beans, peas, nuts--are good sources of iron and thiamine, but their protein should be supplemented with an animal protein.

III. Vegetables and Fruits
Use four or more servings daily including a dark green leafy or deep yellow vegetable or yellow fruit at least three to four times a week for Vitamin A; a citrus fruit or tomatoes, or other good source of Vitamin C every day.

Use other vegetables and fruits for variety as well as their minerals, vitamins, and roughage. Use potatoes frequently for all these food values plus food energy. Use fresh, canned or frozen vegetables and fruits.

Save food values and flavors of vegetables by cooking quickly in small amounts of water. Dried fruits are valuable for iron. A serving is 1/2 cup or more.

Foods in this group should supply over half the Vitamin A and all of the Vitamin C recommended daily for good nutrition. Vegetables and fruits high in Vitamin A are: broccoli, chard, all greens, kale, spinach, carrots, sweet potatoes, tomatoes, cantaloupe, apricots. The following are about equal in Vitamin C: 1 medium orange, 3/4 cup juice, 1/2 grapefruit, 3/4 cup juice, 2 medium tomatoes, 2 cups juice, 1/2 large cantaloupe, 1 cup strawberries, 1 1/2 cups cabbage, raw, shredded.

IV. Breads and Cereals
Use four or more servings daily. Use enriched or whole-grain products, check labels. Choose from breads, cooked and ready-to-eat cereals, cornmeal, crackers, grits, spaghetti and macaroni, noodles, rice, quick breads and other baked goods if made with whole-grain or enriched flour. A serving is one slice bread; 1/2 to 3/4 cup cereal.

Foods in this group supply valuable amounts of protein, iron, several B-vitamins, and food energy.

Cereals cooked and/or served with milk and breads made with milk are improved in quality of protein as well as quantity of protein, minerals, and vitamins.

V. Additional Foods

The foods recommended form the foundation for a good diet. More calories are consumed when foods are prepared or eaten with added butter, other fats or oils, sugars, or syrups.

Meeting energy needs with more food chosen from these four food groups will help to achieve an adequate diet. Calorie restricted diets can be more pleasing and satisfying when energy comes mostly from foods in these four groups.

Some sources of Vitamin D should be included. Good sources are Vitamin D milk, fish, liver, oils, and direct sunshine.

Food Chart on
Essential Foods

Basic Food Substances	What They Contain	Why We Need Them	Sources
Protein	Nitrogen, carbon, hydrogen, oxygen, and minerals such as sulphur and iron.	To build new cells that compose all our body tissues, such as organs, blood, bone, and muscle.	Meat, fish, eggs, milk, cheese, beans, and peas.
Carbohydrates	Starches and sugars	To provide energy.	Potatoes, bread, cereals, sugar, vegetables.
Fat		To provide extra energy and to put on weight.	Lard, butter, cream, bacon, vegetable oils, nuts, some fish such as salmon and mackerel, most meats.
Minerals	Calcium, phosphorus, and iron.	To strengthen bones, teeth, blood, and the nervous system.	Milk, cheese, leafy vegetables, beans, peas, molasses, liver, chard, lima beans, apricots, peaches, eggs.
	Iodine	To keep the thyroid gland (which helps growth) functioning.	Present in most states in water and in food. (When it is lacking iodine salt is advised.)
Vitamins	Substances present in many foods.	To provide extra nutrition, help growth, build bones and body cells, and to prevent certain diseases.	Found in most foods, particularly in dairy products, yellow and green vegetables, milk, whole grain cereals, meat, fish, fruits, peanuts.

UNIT 7

Lesson 2

APPEARANCE

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Reference Notes on Appearance

Some of the requirements for pleasing personal appearance are good health, cleanliness, good posture, and appropriate clothing.

I. A. Posture is a result of body condition, attitude and habit. It is a point of beauty. It:

1. Improves the figure so that clothes hang better and look smarter.

2. Indicates poise, mental alertness, and self-confidence.

3. Can be aided by exercise.

4. Helps one work better with less fatigue.

5. Helps muscles, nerves, and organs to function properly.

6. Is a product of habit.

B. Skin should be clean--not all youth can have clear skin because acne is a frequent problem which will pass away as the youth becomes an adult. Two causes of acne are clogged sweat pores and rapid growth.

C. Breath should be sweet. Oral hygiene contributes to general fitness, confidence, poise, and appearance.

1. Teeth help form contours of the face.

2. Teeth that are well cared for help make an attractive smile.

3. Teeth can influence the way a person smiles.

4. Regular brushings, dental floss, and massaging of gums will fight tooth decay and keep breath fresh.

D. Hands and feet require proper care for good health and grooming.

1. Soft clean hands are the result of proper washing, drying, and lubrication.

2. Manicure and pedicure improve appearance and health of nails.

3. Incorrectly fitted shoes and hose could injure and deform the feet.

4. Manicure does not necessarily include polish.

E. Clothing - a well dressed person wears well-fitted clothes and has a neat, clean appearance.

1. Budget, quality v.s. quantity, workmanship, color coordination, and material are some of the criteria involved in the selection of a wardrobe.

2. Weekly and daily care of wardrobe is necessary for wise economy and improved appearance.

3. Being well dressed is not necessarily following the fads of the moment.

4. Proper hair style can improve a person's appearance. Daily and weekly care is necessary for health hair.

F. Modesty

1. Is essential for good grooming and manners.

2. Involves sitting properly.

3. Is conforming to accepted standards of dress.

4. Involves the awareness of the impressions that dress and behavior have on others.

II. Personal appearance reflects a person's feelings about himself and influences how he is perceived by others.

1. Self-confidence is added by being well groomed.

2. Rebellion is often expressed through non-conforming ways of dress and cleanliness.

3. Feelings of inadequacy often result in reluctance to try appropriate methods of grooming.

4. Other people form immediate impressions by a person's appearance.

5. People are often given opportunities based on personal appearance.

When you are introduced to someone whom you have never seen before, you decide what kind of a person he or she is partially by his response to the introduction and partially by his personal appearance. Of course, you don't consciously analyze his appearance, but what are some of the things that enter into your general impression of him?

While you are judging others by these standards, what are they deciding about you? Nothing strengthens self-confidence like knowing that you look well.

Jobs may be made or lost on the basis of personal appearance. Employers are influenced by personal appearance just as friends are. If you were going to hire a person to work near you, what type of person would you look for? If you were going to hire someone to be your representative with your customers, what type of person would you choose?

DO'S AND DON'TS OF HAIR STYLING

Hair Styling

Do:
1. Frame your face with a soft hair style.
2. Try a center part to give your oval full display.

Don't:
1. Wear hair slicked back.
2. Over tease, over-puff...you'll destroy that oval.

OVAL

(egg-shaped)

Hair Styling

Do:
1. Style hair with top emphasis, high and wide, to balance chin.
2. Keep hair style soft, curved in toward the face at the jaw line.

Don't:
1. Wear hair flat at temples.
2. Create fluffiness below ears.

TRIANGULAR

(forehead peaks, broad chin)

Hair Styling

Do:
1. Style your hair with slanted half bangs.
2. Add roundness at the top with soft high waves.

Don't:
1. Part your hair in the center.
2. Style hair too wide at lower jaws.

SQUARE

(box-shaped, forehead almost as wide as chin)

Hair Styling

Do:
1. Concentrate on building height with a full back sweep or high waves.
2. Wear your hair with a side or slanted part.

Don't:
1. Wear straight-across bangs.
2. Wear a fussy hair style.

ROUND

(circle-shaped)

Hair Styling

Do:
1. Select a softly waved hair style that curves around cheeks, rounds out angles.
2. Add height with high waves, roundness at the top, fullness at sides.

Don't:
1. Slick hair back from temples.
2. Wear your hair wide below ears.

RECTANGULAR

(long face, forehead and jaw almost equal width)

Hair Styling

Do:
1. Expose brow and widow's peak, if you have one.
2. Wear hair smooth on top, at temples, around cheeks.

Don't:
1. Wear a style that skins the hair back from the cheeks.
2. Part your hair in the middle, cut it too short.

HEART-SHAPED

(broad temples, pointed chin)

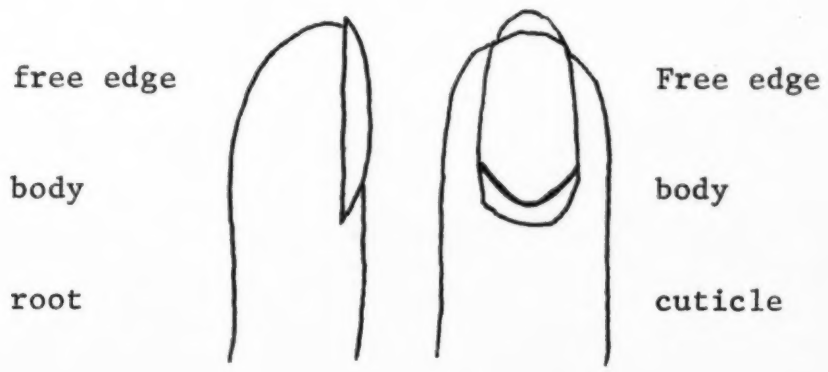
-Reprinted from PEDAPOP

IV. Fingernails and Manicure

The condition of the nails like the rest of the skin, reflects the general health of the entire body. The normal, healthy nail is firm and flexible and shows a slightly pink color. The fingernail should be smooth, curved and unspotted without any hollows or wavy ridges or lines.

Nail structure

The nail is made up of three main parts. The body, the root, and the free edge. (See drawing) The body is the main part of the nail...it extends from the root to the free edge. The nail root is at the bottom of the nail and is connected underneath the skin. The free edge is the end of the nail body. It is the end that is free to file and shape the way we want to.



Manicuring

The word manicuring means the care of the hands and nails. The purpose of the manicure is to cleanse the hands and nails and improve their appearance.

Shape of nails

Nails naturally vary greatly in shape but are usually classified into four general shapes; square, oval, pointed, and round. In choosing the nail shape best suited for yourself, consider the shape of your fingers and hands. For a short, stumpy finger, a long oval shaped nail is to be recommended. A long tapering finger requires a short slightly curved nail.

THE DO'S AND DON'TS OF GOOD LOOKS

DON'T:

1. Tease your hair into a beehive!
2. Wear "movie-star" makeup on your eyes or mouth!
3. Tolerate chipped nail polish or too long nails!
4. Slump!

DO:

1. Wear hair simply, clean, and brushed shiny!
2. Strive for a natural make-up!
3. Care for your hands, manicure your nails!
4. Stand up proud and pretty!

-Reprinted from PEDAPOP

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Short Student Rating Sheet

1. Do you take a daily bath or semi-bath?
2. Do you always use a deodorant?
3. Do you wash your hair at least once a week?
4. Do you brush your hair regularly?
5. Do you brush your teeth at least twice a day, especially after breakfast?
6. Do you use dental floss?
7. Do you keep your nails in good condition?
8. Do you change your socks daily?
9. Do you use a powder or deodorant between toes if your feet tend to perspire?
10. Do you maintain good posture?
11. Is your skin clear?
12. Do you have any health problems? What are they?
13. Do you keep your shoes polished and shined?
14. Do you make sure your collars and cuffs are fresh and clean?
15. Are all rips and tears in your clothes promptly mended?
16. Is your choice of colors becoming?
17. Are all parts of your costume in harmony, i.e., shoes, shirt, pants, socks?
18. Do you dress as carefully for everyday activities as you do for parties?
19. Are your clothes well-pressed?
20. Do you avoid strong cologne and after-shave lotion for school?
21. Do you present a well-groomed appearance?
22. Do you have habits that bother others?

UNIT 7

Lesson 3

MANNERS

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Reference Notes on Table Manners..... 683

REFERENCE NOTES ON TABLE MANNERS

Do we know the ins and outs of good table manners? Are we aware that poor table manners could be a real deterrent to social and business progress?

It's true that the subject of "table manners" is a vast one. In fact pages and pages could be written on this topic. However, there are basic common-sense rules which we all observe.

1. Don't fiddle with the silver or use it for drawing on the table linen.

2. Never wipe your silverware with a napkin. This is insulting to any restaurant proprietor or hostess.

3. Elbows on the table are permissible between courses but not while one is eating.

4. Do not slouch at the table. Sit comfortably erect, with both feet on the floor. Do not stretch feet out under table or wind them around the chair legs.

5. Never chew with the lips open; never eat or drink audibly.

6. Don't encircle a plate with the left arm while eating with the right hand.

7. Never leave a spoon in a cup. Always place it on the saucer.

8. Don't bend down to your food. Bring it up to your mouth.

9. Don't use the palm of your hand for bread you're spreading.

10. Touch your lips lightly with a napkin whenever there's a possibility of their looking greasy.

11. Don't put too much on your fork or spoon at one time.

12. Don't push back your plate when finished eating.

13. Break anything that is to be eaten with the fingers into smaller parts.

14. Leaving food on one's plate is wasteful.

15. Never put liquid in your mouth if it is already filled with foods.

16. Salt that is to be dipped into should be put on the bread and butter plate, not on the table cloth.

17. Never take anything from your mouth on a fork or spoon. For example, fish bones or other incidental bones are taken between finger and thumb and removed between compressed lips.

18. When passing your plate for a second helping, always leave knife and fork on plate, making sure that the handles are far enough on not to topple off.

19. Soup is spooned away from, not toward one, and is sipped from the side of the spoon.

20. Remember that silver is placed in the order in which it is to be used. The items to be used first are on the outside. Always work from the outside in toward the plate.

21. When helping yourself to food, pay attention that you do not scatter food particles over either the table, floor, or yourself.

22. Napkins are placed on the lap entirely open if they are luncheon size, or in half if they are dinner napkins.

23. Food should not be stirred up or mashed into a heap on a plate.

24. Large, stemmed glasses are held with the thumb and first two fingers at the base of the bowl. Small, stemmed glasses are held by the stem. A tumbler is held near the base.

25. A bit of bread may be used to push onto a fork--never use the fingers.

There are two factors heavily in favor of the uncertain guest at a table. If a slip is made, it probably will go unnoticed if you don't call attention to it by obvious embarrassment. Also, you can always hold back a bit to see what others are doing in the business of eating a particular food or choosing a particular piece of silver.

At the dining table, with family and guests gathered around, keep the conversation pleasant, friendly and gay, and you are sure to make meal time a happy occasion for all.

UNIT 7

Lesson 4

PERSONAL CHARACTERISTICS FOR JOB PREPARATION

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Attitudes..... 687

How Do You Talk?..... 689

Important Characteristics..... 690

VOCABULARY

Define:

Methodical

Tactful

Persistent

Criticism

Orderly

Initiative

Adaptable

ATTITUDE

1. Is your facial expression pleasant?
2. Do you have a cheerful disposition?
3. Is your voice pleasing?
4. Do you use pleasing grammar? (No swearing, bad grammar, etc.?)
5. Have you a good command of words?
6. Are you a good listener?
7. Are you an interesting conversationalist?
8. Are you open-minded in a discussion? (Do you listen to other's viewpoints and consider them?)
9. Do you enjoy being with people?
10. Do you remember to be courteous?
11. Are you tactful in your dealings with people?
12. Do you avoid "putting on"?
13. Are you patient with people?
14. Can you make other people feel at ease?
15. Can you sympathize with the problems of others?
16. Can people depend on you?
17. Can you take criticism good-naturedly?
18. Are you neat and methodical about your work?
19. Have you confidence in yourself?
20. Do you complete tasks you undertake?
21. Have you a studious attitude toward school work?
22. Do you know how to work cooperatively?
23. Are you enthusiastic about the things you do?
24. Do you show initiative and leadership?

25. Do you exercise self-control?

26. Do you adapt yourself easily to new situations?

27. Do your decisions seem best after you have made them?

28. Are you sincere?

29. Do you possess a sense of pride? (Do you feel good about what you are and what you do?)

30. Do you strive to develop your own individuality, and not just follow the crowd?

31. Are you honest with yourself and others?

32. Are you unselfish in your wants and demands?

33. Have you a sense of humor?

34. Can you be counted on to keep a secret?

35. Do you refrain from "gossip"?

36. Do you avoid annoying habits, such as biting your nails, scratching your head, etc.?

37. Have you some hobbies?

38. Do you enjoy reading, participating in active sports?

HOW DO YOU TALK?

Here is a list of speaking traits that most people notice in others. Check your own way of talking. See yourself as others see you.

Do You:	Always	Much of the Time	Not Too Often	Never
1. Talk too much?	____	____	____	____
2. Talk with a pleasant voice? . . .	____	____	____	____
3. Talk just to keep the attention? .	____	____	____	____
4. Giggle when you talk?.	____	____	____	____
5. Argue without getting angry? . . .	____	____	____	____
6. Talk about yourself a great deal?	____	____	____	____
7. Apologize for what you are saying?	____	____	____	____
8. Start a conversation easily? . . .	____	____	____	____
9. Talk too loudly?	____	____	____	____
10. Give other people a chance to talk?	____	____	____	____

IMPORTANT CHARACTERISTICS

Here are some personal characteristics without which, though you may have ability, brains, skill, and information, you can hardly expect to succeed in competition with other people. First grade yourself on the margin, tear off, then give the sheet to someone who knows you and ask him to grade you.

1. IS SOCIABLE: Smiles a great deal; gets along with people; has a keen sense of humor. _____

2. IS COURTEOUS: Considerate of other people; goes the extra mile; says "please," and "thank you." _____

3. SPEECH IS EFFECTIVE: Expresses ideas clearly and convincingly; speaks distinctly. _____

4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; works for the organization. _____

5. HAS INITIATIVE: Makes best use of time; thinks up new ideas; makes suggestions for improvement. _____

6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed; is a "doer," not a "dreamer." _____

7. IS TACTFUL: Says the right thing at the right time; does not argue, makes the other fellow feel he is doing things his way. _____

8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people does his job as if he owned the business. _____

9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; is always on the alert to help others. ____

10. IS ORDERLY: Systematizes his work; keeps things in their proper place; is a clean storekeeper. _____

11. IS HONEST: Is trusted by others; takes responsibility for his own errors; avoids temptation, bad companions, and bad personal habits. _____

12. IS DEPENDABLE: Is always on the job; observes company policies and procedures, does what he is told to do._____

13. HAS SELF-CONFIDENCE: Believes he can and will succeed; does not know it all; never alibis. _____

14. IS LOYAL: Believes in the company for which he works, knows people who are qualified will be advanced; observes company policies. _____

15. IS INTELLIGENT: Knows what he is doing; knows his job; makes an effort to learn new methods. _____

16. IS ADAPTABLE: Makes adjustments easily; welcomes changes, judges new ideas on merit rather than by prejudices. _____

17. MEMORY: Remembers and can associate names and faces; is able to retain essential facts; discards non-essentials.

_____

18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc., that are costly; saves his own money as well as money for his employer.

_____

19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; is noted for sound judgment._____

20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again; is not easily discouraged.

_____

21. HAS A GOAL: Understands his objective, is working toward something. _____

22. IS VIGOROUS: Begins day with vigor and continues until job is done. _____

UNIT 7

Lesson 5

JOB APPLICATION AND INTERVIEW

Contents

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Application and Interview Hints.....	693
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APPLICATION AND INTERVIEW HINTS

1. Writing a letter of application.

   a. Use white stationary. The letter should be folded as demanded by the size of stationary used. Use either blue or black ink.

   b. Include the following in the approximate order given:
   State the job you wish to apply for and how you heard about it.
   Give your experience.
   Give your training.
   Ask for a personal interview.

   c. General hints on application letters follow:
   Be sure your letter is neat.
   Avoid over use of the work "I".
   Do not make the letter too long. Shorter are more apt to be read.

2. Find out who has jobs to offer. People must decide whether they want a job in their own community or whether they are willing to look for work elsewhere. After defining the territory in which you wish to work the next step will be to study the types of work offered in that area. Choose the ones you can do and then arrange them in order of your preference. Of good use here is the paperback, A Job For You, by Miriam Morrison Peake, 35 cents, T505, by Scholastic Book Service, New York, New York, 1964. This book gives useful information and covers five topics: How to get ready; how to find a job; how to behave on the job; how to get along; how to deal with the public; about your pay; how to be a free lance; what can you do; young workers wanted; special skills wanted, and if you can't work right now.

3. Prepare for the application before you actually apply.

   a. A healthy appearance is very valuable in all interviews. Obviously you cannot bring this about the day before you apply for a job! This must be done by systematic health habits developed early and practiced persistently.

   b. It is wise to dress carefully before going for an interview. This means clothes which are clean and in good taste. Avoid too much make-up, girls, and don't chew gum. Be sure to use good manners, and to be clean--teeth, scalp, complexion.

   c. Find out the exact place and time of the interview, the full name of the company and interviewer, and how to pronounce them.

   d. Know something about the company and prepare some questions before the interview.

   e. Be 15 minutes early for the interview, if you can.

f. Be neat and clean. If you use after-shave lotion, wash your hands afterwards so that the scent will not transfer to the recruiter's hands. And use the lotion sparingly, since many interview rooms are small and stuffy.

4. There are certain states of mind which are helpful and others which hinder you in the interview.

   a. Employers are not impressed with the individual who wants only the good jobs, i.e., he wants to start at the top. You should be ready to take any job that has opportunities for advancement.

   b. Tell the personnel manager what type of job you want. After that be sure to answer all questions completely and FRANKLY.

   c. Don't give the impression that you are too good for the job. People with this attitude seldom obtain jobs, and if they do, are rarely liked by either employer or fellow workers. There is no disgrace in any kind of job as long as you "put yourself into" the job sincerely and with respect for yourself. It isn't the job, but the way we do it that determines whether we are a success or not.

   d. Watch your English at all times. Avoid current fads of pronunciation and slang.

5. Some More Hints:

   a. Get a recommendation from someone capable of judging you. Perhaps someone at school or an employee can speak to the employment director about you. If you choose an employee to recommend you be sure to choose one who is successful and in good standing.

   b. Take your cues from the interviewer as to what to talk about, when to sit down, to shake hands, etc. Give him a good handshake, but don't mash his hand.

   c. Look your interviewer directly in the eye--and keep doing it from time to time.

   d. Make sure that your good points get across to him. Don't be too modest, but try to appear factual and sincere, not bloated with conceit.

   e. If asked if you can do a certain thing, answer as you believe and give the evidence for the belief.

   f. Be alert for signs that the interview is at an end. Thank the interviewer and walk out.

Be sure you have told him why you are interested in the job and what you can offer.

Interview Questions

Questions frequently asked during the employment interview, as reported by 92 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most.
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for us?
6. What jobs have you held? How were they obtained and why did you leave?
7. What classes in school did you like best? Least? Why?
8. What do you know about this job and our company?
9. What are your qualifications for this particular job?
10. What are your ideas on salary?
11. How do you feel about your family?
12. How interested are you in sports?
13. How well are you doing in school? Have you done the best you could?
14. What personal characteristics are necessary for your success?
15. What is your father's occupation?
16. Are you looking for a permanent or temporary job?
17. Do you prefer working with others or by yourself?
18. Who are your best friends?
19. What kind of boss do you prefer?
20. Are you primarily interested in making money or in giving service to your fellowmen?
21. Can you take instructions without feeling upset?
22. Tell me a story?
23. What do you plan on doing, as far as education is concerned?
24. How long do you expect to work?

25. What is the source of your spending money?

26. Have you saved any money?

27. Do you attend church?

28. Do you like routine work?

29. What is your major weakness?

30. Define cooperation.

31. Will you fight to get ahead?

32. Do you demand attention?

33. Are you eager to please?

34. What do you do to keep in good physical condition?

35. How do you usually spend Sunday?

36. Have you had any serious illness or injury?

37. Is it an effort for you to be tolerant of persons with a background and interests different from your own?

38. What types of books have you read?

39. What types of people seem to "rub you the wrong way"?

40. What have you done which shows initiative and willingness to work?

41. Do you have any bad habits?

42. What kind of work interests you?

43. What are your own special abilities?

UNIT 8

Lesson 1

CHOOSING

Contents

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Holland's Major Occupational Environments	701
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OUTLINE OF DISCUSSION

How Can I Be Sure to Choose a Job That is Best for Me?

Why is Choosing the Right Job Important?

1 - Personal satisfaction

2 - Happiness

3 - Use of abilities, interests

4 - To feel highly regarded

5 - Earn an adequate living - Financial security

6 - Self-expression

How Can I Choose the Right Job?

1 - Learn all you can about yourself.

2 - Learn about different occupations.

3 - Study the relationships between the two sets of information that you have gathered.

What Personal Needs Does This Job Fulfill?

1 - Feel and be independent.

2 - Personal satisfaction

3 - Fulfill need to achieve.

Why Am I Interested in This Job?

1 - Influenced by someone with a similar job - just because I like him.

2 - Only job you know anything about - such as your father's job.

3 - It's what your best friend wants to be.

4 - Interests and abilities are in that area.

Is Your Choice Realistic?

1 - Are your grades too poor to obtain the education needed for that job?

2 - How stiff is the competition? (2,000 football players - 2,000,000 want to be)

3 - Do you have abilities in that area?

Name _____ Period _____

SOME WORK VALUES

I. Compare what you know about yourself with your career choices and check those items below which you think are important in a career:

_____ in charge of other people
_____ making money
_____ doing interesting work
_____ working to help people
_____ being my own boss
_____ security--being sure of my future
_____ knowing I've done a good job
_____ using all of my talents
_____ having a good time--enjoying my work
_____ able to express my ideas
_____ gaining esteem, recognition

II. Importance of My Work

1. Do I get more satisfaction from working on something that I feel is socially significant than I do from other work? _____
2. Is it important to me to spend my time on things that help others? _____
3. Do I get my greatest work satisfaction from the sense of a job well done? _____
4. What would you like to get our of work? _____

III. Money and Security

1. Would I want a job that pays a higher starting salary rather than one that pays less to begin but has greater opportunity for advancement? _____
2. Should I count the fringe benefits, such as life and health insurance paid by the company, sick leaves, longer vacations? _____
3. Is money the most important thing I am looking for in the career I choose? _____
4. Is it important to me that a job has security--that I can count on long, steady employment? _____
5. Would I be willing to work for an exciting new venture that may not work out in the long run? _____
6. Would I rather have a fixed income I could count on than the chance of making much more but at some risk? _____

IV. Advancement

1. Do I look for responsibility or would I rather just do my work and let somebody else do the worrying? _____
2. Would I welcome opportunities to take courses and otherwise improve myself for a better position? _____
3. Do I want to work for a company where I have a good chance of advancing if I show the interest and ability? _____

V. Miscellaneous

1. What is the most important factor to consider in making an occupational choice? _____ Why? _____
2. How do you feel about going to work? _____
3. What do you feel would make you happy and satisfied with life? _____

Value Questions

1. Who do you think has the most important job in your town?

   What makes his job so important?

2. What job do you think requires the most education?

   Would you be willing to go to school that long?

3. Would you enjoy working under the pressure of constant deadlines, as a cartoonist or newspaperman?

4. What are some jobs a high school drop-out can do?

   Would you be willing to spend your life at such a job?

5. For you, would there be any advantages to attending a Technical College rather than a University? Why?

6. Would you rather be happy and earn a moderate salary or be unhappy and earn a large salary?

   In what jobs with large salaries might you be happy?

   In what jobs with moderate salaries might you be happy?

7. Would you rather work in the city or in a small town?

   Can you do the jobs you are interested in there?

HOLLAND'S MAJOR OCCUPATIONAL ENVIRONMENTS
Holland, John L., A Theory of Vocational Choice
Vol. 6, No. 1, Spring, 1959, pp. 35-45

Major Occupational Environments: Habitual or preferred methods for dealing with environmental tasks.

Motoric Environment

Illustrative occupations are laboreres, machine operators, aviators, farmers, truck drivers, and carpenters.

Persons with this orientation enjoy activities requiring physical strength, aggressive action, motor coordination and skills, and perhaps above all they wish to play masculine roles. They prefer dealing with concrete, well-defined problems as opposed to abstract, intagible ones. In a sense, they prefer to "act out," rather than to "think through," problems. They avoid situations which require verbal and interpersonal skills, because they lack such skills and are often threatened by close relationships with others. They conceive of themselves as aggressive, strong, masculine persons with conventional political and economic values. Persons of this orientation are typified by their masculinity, their physical strength and skills, their concrete, practical way of dealing with life problems, and their corresponding lack of social skills and sensitivities.

The Intellectual Environment

Illustrative occupations are physicists, anthropologists, chemists, mathematicians, and biologists.

Persons of this orientation appear to be task-oriented people who generally prefer to "think through," rather than to "act out," problems. They have marked needs to organize and understand the world. They enjoy ambiguous work tasks and intraceptive activities and possess somewhat unconventional values and attitudes. They avoid interpersonal problems which require interpersonal (contacts) with groups of people or with new people from day to day. The concept subsumes the following key variables: abstraction as opposed to concreteness; intraception as opposed to extraception; asociality as opposed to sociality.

The Supportive Environment

Illustrative occupations are social workers, teachers, interviewers, vocational counselors, and therapists.

Persons of this orientation prefer teaching or therapeutic roles, which may reflect a desire for attention and socialization in a structured, and therefore safe, setting. They possess verbal and interpersonal skills. They are also characterized as responsible, socially oriented and accepting of feminine impulses and roles. Their chief values are humanistic and religious. They are threatened by and avoid situations requiring intellectual problem-solving, physical skills or highly ordered activities, since they prefer to deal with problems through feeling and interpersonal manipulations of others.

The Conforming Environment

Illustrative occupations are bank tellers, secretaries, bookkeepers, and file clerks.

Persons of this class prefer structured berbal and numerical activities, and subordinate roles. They achieve their goals through conformity. In this fashion, they obtain satisfaction and avoid the conflict and anxiety aroused by amgibuous situations or problems involving interpersonal relationships and physical skills. Their habitual subordination of personal needs appears to make them generally effective in well-structured tasks. Their values and attitudes represent strong identifications with power, externals, and status.

The Persuasive Environment

Illustrative occupations are salesmen, politicians, managers, promoters, and business executives.

Persons of this class prefer to use their verbal skills in situations which provide opportunities for dominating, selling or leading others. They avoid well-definedlanguage or work situations as well as situations requiring long periods of intellectual effort. Although they share a common orientation of extraception, they differ from persons of the Conforming Orientation in their need for ambiguous verbal tasks and related skills; their sociality; and their greater concern with power, status, and leadership.

The Esthetic Environment

Illustrative occupations are musicians, artists, poets, sculptors, and writers.

In general, persons of this orientation prefer indirect relationships with others. They prefer dealing with environmental problems through self-expression in artistic media. They avoid problems requiring interpersonal interaction, a high degree of structuring, or physical skills. They resemble persons with an intellectual orientation in their intraceptiveness and lack of socialability. They differ from the latter group in that they appear to have less ego strength; that is, they appear to have less self-control and a greater need for direct emotional expression, and they probably suffer more from emotional disturbance.

CASE STUDIES

Connie is sixteen and has done well in school although she is sometimes indifferent to her work. Science and mathematics come easily to her but her abilities for English, social studies, languages, and business arts are about average. Courses in these subjects are sometimes a real struggle. She has been advised by the school guidance counselor that she could probably do well in college if she is prepared to work very hard.

Although she has a real talent for science and math, Connie is careful not to seem too good in class. Her mother and her friends have told her that being good in science is "unfeminine."

Connie's main interest is music. She plays the piano and the cello and has performed in a number of local recitals and concerts. Most of her free time is spent in practice or listening to records. Although she loves music, she realizes that she does not have enough talent to succeed as a performer.

Connie's father has encouraged her scientific interests and could afford to put her through college if she were to go the state university and live at home. He would also be willing to pay her tuition if she wanted to go away to college.

QUESTIONS:

1. Pick a job for Connie in terms of the kind of life in which you feel she would be the happiest. (Try to consider in your choice her interests, talents, finances, abilities, and aptitudes.)

2. Justify and defend your career choice. (Why you chose the career you did.)

3. Assume you were a counselor and Connie came to you for help. Write a short paragraph on how she could learn more about a job choice. Include some sources she might use and the information she could get from each source.

Mike is fifteen years old, pleasant to be with, well built, and a natural athlete. He is entering his freshman year of high school. His verbal and numerical abilities are well below average and he doesn't do well in English, social studies, languages, math, science, or other academic subjects. As a result of his limited academic abilities, coupled with a rather happy-go-lucky attitude toward school, he has a poor school record. His homework is not too bad - he has lots of friends willing to help him - but on tests he always scores near the bottom of the class. His favorite school classes are shop and gym and he is always near the top of the class in these.

Mike's father is a construction worker and his mother doesn't work. Neither of them finished high school.

Mike has three younger sisters living at home and a brother who is a Naval officer. Mike's brother is the pride of the family. He got very good grades in school and won an appointment to the Naval Academy.

Mike's parents are disappointed that Mike isn't more like his brother. Mike's father became very angry when he brought home his last report card. He said Mike was just wasting his time in school, and that if his marks didn't improve he would have to leave school and start earning his own living.

Mike does not want to leave school. He enjoys sports and being with his friends. He has never thought much about what kind of a career he would like. He has been dating a girl in his class who plans to go on to college. She urges Mike to stay in school and try to get his diploma.

QUESTIONS:

1. What would you tell Mike if he asked for your advice?

2. If Mike stays in school, what do you think he might do after high school?

3. What are some career possibilities with which you feel Mike might be happy? Consider jobs he could get if he quits school now and also jobs he might have if he stays in school. Why did you pick these jobs?

Anne is almost sixteen years old, and has just barely managed to be promoted each year. She has never done well in English, social studies, languages, math, or science. Cooking and sewing are her favorite subjects.

Anne has become so used to being behind other students in her classes that she has given up trying. She dislikes school and sees no relationship between her school work and the kind of life she wants to have for herself. She rarely does her homework and is always in trouble with her teachers. She is absent a lot, and the truant officer has warned her mother that she may get into real trouble if her attendance record does not improve. Last year she got into trouble when she and two other girls were caught smoking in the school building during lunch hour.

For the past six months Anne has been going steady. Her boyfriend is eighteen and has a job in a factory. He finished three years of high school and doesn't think it is important for Anne to graduate.

Anne lives with her mother and younger sister. Her father deserted the family when she was quite young and her mother supports the family on what she earns as a waitress. She wants Anne to stay in school and get more education. She is anxious for her daughter to have a better life than she has had. She thinks Anne is too young to marry, but Anne wants to get away from the unhappiness of her home and to have a chance to enjoy life. She figures that if she worked full time, she and her boyfriend would have enough money to get married and start saving for a house of their own.

Although she likes excitement and would like to travel, Anne's greatest ambition is to have a home of her own. She has always helped her mother with the housework and is an excellent cook.

The one time she really excelled in school was in a 7th grade home economics course, where she learned to use a sewing machine and made some curtains for home and some simple clothes for herself. The teacher was impressed by Anne's ability to work with her hands and felt she showed a flair for design.

QUESTIONS:

1. What do you think Anne should do? Give reasons for your answer.

2. What do you think a counselor would tell her?

John is an extremely intelligent boy. He has above average ability in all areas. His favorite subject is social studies, and he has read almost every book the local library has on history and archaeology.

John's greatest fear is that he will not be able to finish high school. His father works in a factory which has been closed down frequently during the past few years. One of John's three younger brothers has a heart disease which has caused financial problems for the family.

John helps his family as much as he can. He clerks in a store about two hours every evening. Being the oldest John has had to take on many responsibilities. His mother turns to him for comfort and advice and his brothers always seek him for help. John has learned to concentrate and make good use of his time. He gets good grades in spite of not having much time for homework. Although he truly enjoys his school work and would love to have a college education, this seems out of the question. In fact, he feels perhaps he should leave school and get a full time job to help his family. On the other hand, he can see that his father was held back because he failed to improve his own job skills and John would like to do better. John's teachers consider him a remarkable boy and have urged him to get as much education as he can.

<u>QUESTIONS</u>:

1. Do you feel that it's more important for John to get more education or help his family? Why?

2. Which decision do you think would make John the happiest? Justify your answer.

3. Can you think of any way John could get financial help for more schooling? Give examples.

SCHOOL_____

STUDENT CAREER EVALUATION WORKSHEET

NAME_____

DATE_____

GRADE_____

Reprinted from
Project MACE

Choosing a career is serious business. It is a decision that can well change the whole course of your life. Job choice should be done systematically. Give it your best thought. With the help of your counselor, follow these three steps:

1. Take stock of yourself.
2. Consider job requirements.
3. Consider your qualities with those required by the job.

Try to answer the following questions as you go through the process of tentatively choosing your vocation.

A. Personal Traits:

Do you like to work alone or with others? _____

Do the same thing over and over again or perform a variety of job duties? _____

Work to precise standards set by others or use your own judgement?

_____

Follow specific instructions from others or direct, control and plan your own activities? _____

B. Education

1. To the best of your memory fill in the school grades you received in the following areas:

Subject	7th grade	8th grade	9th grade
English (Literature)	_____	_____	_____
Math (Algebra, Business Math, etc.)	_____	_____	_____
Science (General, Biology, etc.)	_____	_____	_____
Social Studies (History, etc.)	_____	_____	_____
Others (Shop, Home Economists, etc.)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Which two school subjects do you like most? _____

Which two school subjects do you like least? _____

Of the school subjects you like, which one do you get your highest grades?

_____

In which do you get your lowest grades? _____

F. Interests:

1. What are your main interests, hobbies and leisure-time activities?

_____

Do you like to work inside or outside? _____

Work with data, things, or people? _____

Be practical or creative? _____

Are you inclined toward outdoor, mechanical, scientific, social, business, or artistic activities? _____

OCCUPATIONAL APTITUDE PATTERNS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59		
60	61	62																		

GATB Aptitude Levels:	G	V	N	S	P	Q	K	F	M
Levels:									
Percentile :									

On the following page you will find some of the jobs listed for each of the 62 OAP's. Please remember your own vocational choice may not be listed here because these are only a few representative jobs selected from the thousands of present day occupations.

OAP-1 G, N, S
ARCHITECT
MECHANICAL ENGINEER
GEOLOGIST
STATISTICIAN, APPLIED
GENERAL PRACTITIONER (PHYSICIAN)

OAP-2 G, V, N
DIGITAL-COMPUTER OPERATOR
SOCIOLOGIST
CASE WORKER
TEACHER, SECONDARY SCHOOL
TEACHER, ELEMENTARY SCHOOL
OSTEOPATHIC PHYSICIAN

OAP-3 G, V, S
JOB ANALYST
WRITER, TECHNICAL PUBLICATIONS
SOIL CONSERVATIONIST

OAP-4 G, N, Q
LIBRARIAN
APPRAISER (ANY IND.)
LOAN OFFICER
PHARMACIST

OAP-5 G, N, S
DIESEL MECHANIC
COST-ANALYSIS ENGINEER

OAP-6 G, S, K
SIGN WRITER, HAND
DRESSMAKER
FORESTER
VETERINARIAN

OAP-7 G, S, P
PHOTOGRAPHER, COMMERCIAL
AIRPLANE PILOT, COMMERCIAL
DENTIST
DENTAL HYGIENIST

OAP-8 G, Q, K
TYPESETTER-PERFORATOR OPERATOR
NURSE, GENERAL DUTY
AUDIO OPERATOR

OAP-9 G, V, Q
CLAIM EXAMINER(INSURANCE)
SECRETARY
PSYCHIATRIC TECHNICIAN

OAP-10 G, V, S
AUDIOVISUAL SPECIALIST (EDUCATION)
GUIDE TRAVEL
FOREMAN, LINE
PHYSICAL THERAPIST

OAP-11 G, V, Q
AIRPLANE STEWARDESS, CHIEF
SALESMAN, REAL ESTATE

OAP-12 G, V, M
FOREMAN, ELECTRONIC ASSEMBLIES
RECREATION LEADER

OAP-13 G, P, Q
MANAGER, STORE
STENOGRAPHER
CLERK-TYPIST
PATROLMAN
MEDICAL TECHNOLOGIST

OAP-14 G, N, Q
EMPLOYMENT CLERK
PERSONNEL CLERK
GROCERY CHECKER
SALESPERSON, SPORTING GOODS

OAP-15 G, S, M
REFRIGERATION MECHANIC
SURGICAL TECHNICIAN

OAP-16 G, V, N
BOOKKEEPER

OAP-17 G, V, Q
RECEPTIONIST
COUNSELOR, CAMP
MEDICAL ASSISTANT

OAP-18 G, V, K
TELEGRAPHER
NURSE, LICENSED PRACTICAL
FIRST AID ATTENDANT
NURSE AID
ORDERLY

OAP-19 G, S, F
ELECTRONICS ASSEMBLER

OAP-20 G, Q, F
TELLER,(BANKING)
KEY-PUNCH OPERATOR
DENTAL ASSISTANT

OAP-21 G, K, M
AIR-CONDITIONING-UNIT INSTALLER
GENERAL HELPER, LABORATORY
PET SHOP ATTENDANT

OAP-22 G, V, Q
MAIL CARRIER
FOOD-SERVICE SUPERVISOR
PSYCHIATRIC AID

OAP-23 G, N, Q
WEIGHING-STATION OPERATOR
TRACTOR-TRAILER-TRUCK DRIVER

OAP-24 G, P, Q
PROOFREADER
GUARD
DETECTIVE

OAP-25 G, P, K
TELEPHONE OPERATOR

OAP-26 G, K, M
LANDSCAPE GARDENER
HEAVY-EQUIPMENT OPERATOR
TRUCK DRIVER,HEAVY
CONTINUOUS-MINING-MACHINE OPERATOR

OAP-27 G, K, F
RESISTOR WINDER, HAND (ELECTRONICS)

OAP-28 G, F, M
WOODWORKING-MACHINE OPERATOR
MOUNTER, COLOR FILM

OAP-29 V, Q, K
MANAGER, RESTAURANT OR COFFEE SHOP
LINOTYPE OPERATOR
TELEPHONE-ANSWERING-SERVICE OPERATOR

OAP-30 V, N, K
SALES CLERK

OAP-31 N, S, Q
SURVEYOR
WEATHER OBSERVER
NAVIGATOR
MEDICAL LABORATORY ASSISTANT
BIOLOGIST

OAP-32 N, F, M
AUTOMOBILE-SERVICE-STATION ATTENDANT

OAP-33 N, P, Q
CALCULATING-MACHINE OPERATOR

OAP-34 N, S, P
DRAFTSMAN, ARCHITECTURAL
ELECTRONIC TECHNICIAN

OAP-35 N, S, F
CARBURETOR MAN
AIRCRAFT-AND-ENGINE MECHANIC
RADIO REPAIRMAN
ELECTRICIAN
NEON-SIGN SERVICEMAN (SIGNS)
ELECTRICAL REPAIRMAN

OAP-36 N, P, M
INSPECTOR, PRINTED CIRCUIT BOARDS

OAP-37 N, S, M
AUTOMOBILE MECHANIC
CARPENTER
PLUMBER
PAINTER
FLOOR LAYER (CONST.; RET. TR.)
CEMENT MASON
MACHINIST

OAP-38 N, S, K
ELECTRICIAN, AIRPLANE
BRICKLAYER
STEAM-POWER-PLANT OPERATOR

OAP-39 N, Q, K
RAILWAY-EXPRESS CLERK
POST-OFFICE CLERK

OAP-40 N, Q, M
SHIPPING AND RECEIVING CLERK
WAITRESS

OAP-41 S, Q, K
LINEMAN, REPAIR
SKETCH MAKER (PRINT. & PUB.)

OAP-42 S, P, M
GLASS BLOWER
CONCRETE-STONE FINISHER
COSMETOLOGIST

OAP-43 S, P, F
COOK
AUTOMOBILE-SERVICE STATION MECHANIC
WATCHMAKER
SEAMSTRESS

OAP-44 S, P, K
AUTOMOBILE-ACCESSORIES INSTALLER
INSPECTOR

OAP-45 S, Q, F
BAKER
BOOKBINDER

OAP-46 S, K, M
PAINTER, AUTOMOBILE
RIVETER, AIRCRAFT

OAP-47 S, F, M
SEWING-MACHINE REPAIRMAN
WELDER, COMBINATION

OAP-48 S, P, M
AIRCRAFT MECHANIC, RIGGING AND CONTROLS
MEAT CUTTER

OAP-49 P, F, M
INSPECTOR, GENERAL (ANY IND.)

OAP-50 P, K, M
TIRE INSPECTOR
MACHINE OPERATOR, MASS MAILING

OAP-51 P, K, M
INTERNAL-COMBUSTION-ENGINE ASSEMBLER
ENGRAVER, MACHINE
GLASS FINISHER

OAP-52 P, Q, M
RECEIVING CHECKER
PROCESSOR, SOLID PROPELLANT
RADIOGRAPHER (ANY IND.)

OAP-53 P, F, M
ASSEMBLER, COMPONENTS
ENGRAVER (PRINT. & PUB.)
SILK-SCREEN PRINTER

OAP-54 P, K, F
BARBER

OAP-55 P, K, M
COMPOSITION ROOFER
NURSERY WORKER
LABORER, LANDSCAPE
ELECTRIC-BRIDGE-CRANE OPERATOR

OAP-56 P, F, M
ASSEMBLER, AUTOMOBILE
APPLE PACKER
DUPLICATING-MACHINE OPERATOR
MIMEOGRAPH OPERATOR
SEWING-MACHINE OPERATOR, LINGERIE

OAP-57 Q, K, M
SORTER (ANY IND.)
ASSEMBLER

OAP-58 Q, K, F
METER INSPECTOR
IBM CODER (CLERICAL)
MAIL CLERK

OAP-59 Q, F, M
INSPECTOR, SUBASSEMBLIES (ELECTRONICS)
PRINTED-CIRCUIT ASSEMBLER

OAP-60 Q, K, M
STEAMER

OAP-61 K, F, M
METAL-CHAIR ASSEMBLER
VENETIAN-BLIND ASSEMBLER
MACHINE ATTENDANT
NAILING-MACHINE OPERATOR, AUTOMATIC (ANY IND

OAP-62 K, F, M
CANNERY WORKER (CAN. & PRESERV.)
FOUNDRY WORKER, GENERAL
ASSEMBLER, DRY CELL AND BATTERY
PRESS OPERATOR

DEFINITION OF KUDER INTERESTS

OUTDOOR interest means preference for work or activity that keeps you outside most of the time- usually work dealing with plants and other growing things, animals, fish, and birds. Foresters, naturalists, fishermen, telephone linemen, and farmers are among those high in outdoor interest.

MECHANICAL interest means you like to work with machines and tools. Jobs in this area suggests that you might like automobile repairmen, watchmakers, drell press operators, engineers, dental assistants and medical technicians.

COMPUTATIONAL interest means you like to work with numbers. A high score in this area suggests that you might like such jobs as bookkeeper, accountant, bank teller, or mathematician.

SCIENTIFIC interest means that you like to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dieticians usually have high scientific interests.

PERSUASIVE interest means that you like to meet and deal with people and to promote projects or things to sell. Most actors, politicians, radio announcers, authors, salesmen, and store clerks have high persuasive interests.

ARTISTIC interest means you like to do creative work with your hands. It is usually work that has "eye appeal" involving attractive design, color, and materials. Painters, sculptors, architects, dress designers, hair-dressers, and interior decorators all do "artistic" work.

LITERARY interest shows that you like to read and write. Literary jobs include novelists, historian, teacher, actor, news reporter, editor, drama critic, librarian, and book reviewer.

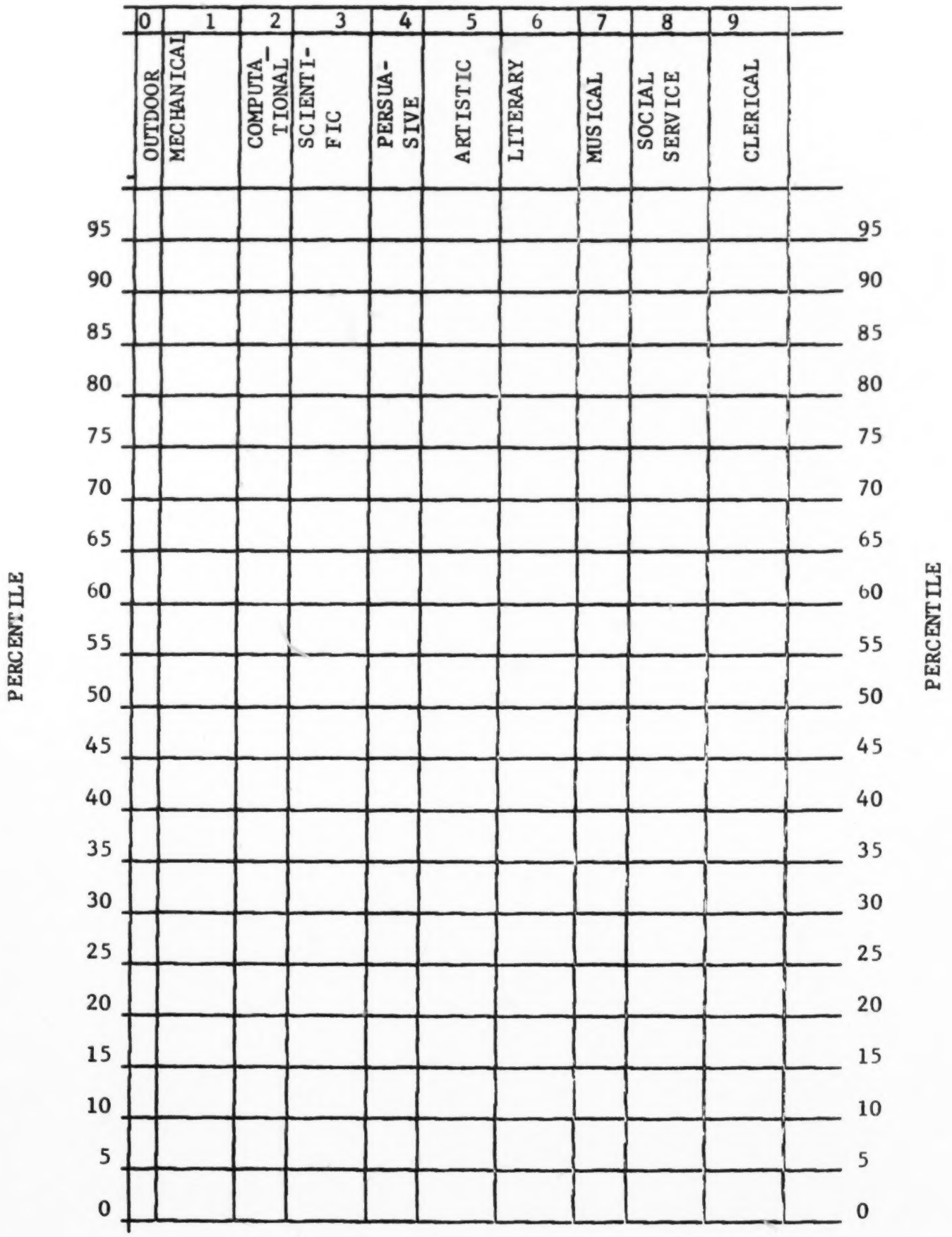
MUSICAL interest shows you like going to concerts, playing instruments, singing, or reading about music and musicians.

SOCIAL SERVICE interest indicates a preference for helping people. Nurses, Boy or Girl Scout leaders, vocational counselors, tutors, ministers, personnel workers, social workers, and hospital attendants spend much of their time helping other people.

CLERICAL interest means you like office work that requires precision and accuracy. Jobs such as bookkeeper, accountant, file clerk, salesclerk, secretary, statistician, and traffic manager fall in this area.

2. The Kuder Preference Record: The Kuder Preference Record compares the activities you enjoy doing with the activities involved in certain jobs.

Below you will find a profile showing the percentile ranking of your interests as related to the ten Kuder areas:



List the three Kuder Preference Areas in which you score highest:

1. _____ 2. _____ 3. _____

STATE GRADUATION REQUIREMENTS
(Based on 10th, 11th, and 12th grades)

Subjects	Credits Required
English required	3
Social Studies (U.S. History required)	2
Mathematics	1
Science	1
Physical Education	1
Health & Drivers Ed.	1
Electives	9
Total Minimum requirements	18

COLLEGE ENTRANCE REQUIREMENTS
(Based on grades 9 through 12)

High school diploma required with at least 10 credits from the following areas:

Science, Social Studies, English, and Mathematics.

Recommended: Algebra and Geometry, Foreign Language. (Most universities require Algebra)

COURSES OF STUDY

Scientific

	Credits
English	3
Social Studies (U.S. Hist. req.)	2
Health	1
Physical Education	1
Algebra	2
Geometry	1
Biology	1
Chemistry	1
Physics	1
Mechanical Draw.	1
Electives	7
Total Minimum	18

Commercial

	Credits
English	3
Social Studies (U.S. Hist req)	2
Phys. Ed.	1
Mathematics	1
Typing	2
Bookkeeping	1
Shorthand	1
Health	1
Science	1
Electives	5
Total Minimum	18

Social Studies

	Credits
English	3
Health	1
Phys. Ed.	1
Mathematics (Algebra & Geometry recommended)	2
Science	2
World History	1
World Geography	1
U. S. History	1
American Probs. or Soc. Psych & Govt.	1
Electives	5
Total Minimum	18

Agriculture

	Credits
English	3
Social Studies (U.S. Hist. req)	2
Health	1
Phys. Ed.	1
Biology	1
Mathematics	1
Farm Mechanics	1
Agriculture	3
Electives	5
Total Minimum	18

Industrial Arts

	Credits
English	3
Social Studies (U.S. Hist req)	2
Health	1
Phys. Ed.	1
Mathematics (Algebra & Geometry recommended)	2
Science	1
Mechanical Draw.	2
Shop	2
Electives	4
Total Minimum	18

General College Preparatory
(Undecided as to area)

	Credits
English	3
Health	1
Phys. Ed.	1
Social Studies (U.S. Hist. req.)	3
Algebra	1
Geometry	1
Science	2
Typing	1
Electives	5
Total Minimum	18

GENERAL RECOMMENDATIONS

It is recommended that all students take one year of typing if possible. Music and art are recommended if a student has interest in these. Note also that Seminary courses may be worked into the above suggested programs as electives, and that many students may easily earn more than the minimum of 18 credits during the three years.

The Scientific and Social Studies programs above are also college preparatory programs.

Plan out a tentative class schedule related to your vocation choice and its training requirements.

10th

1 English
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

11th

1 English
2 U.S. History
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

12th

1 English
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

Vocational Choice: _____

_____

UNIT 8

Lesson 2

RESEARCH

Contents

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GUIDANCE PAPER

Due _____,_____

Should be <u>at least</u> five pages long (written, this does not count pictures).

It should include, in addition to the five written pages, any booklets, pictures, etc., which you have found or written for and which have to do with the job you are writing about.

The paper should be about a particular job or occupational field in which you are interested and which you feel matches your interests, abilities, etc.

For the body of the paper you should have used <u>at least</u> three different sources of information--from the occupational lab or elsewhere.

Last page should be a list of references used.

Paper should be done neatly, have a sheet with title and your name, on the front, and be stapled in upper left-hand corner.

This paper will be worth a maximum of _____.

PUBLISHERS OF OCCUPATIONAL INFORMATION

Governmental Publishers

United States (Government Printing Office, Washington D.C. 20402)

U.S. Department of Agriculture, Washington, D.C. 20250

U.S. Department of Defense, Washington, D.C. 20350 (U.S. Air Force, U.S. Army, U.S. Navy, U.S. Marine Corps, U.S. Coast Guard)

U.S. Civil Service Commission, Washington, D.C. 20415

U.S. Department of Commerce, Bureau of the Census, Washington, D.C. 20202

U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202
Public Health Service
Office of Education, Guidance, and Student Personnel Section

U.S. Department of Labor, Washington, D.C. 20210
Bureau of Apprenticeship
Bureau of Labor Statistics
U.S. Employment Service
Women's Bureau

Veteran's Administration, Washington, D.C. 20421

Professional and Trade Associations

Occupation	Organization and Address
Accountants	American Institute of Certified Public Accountants, 666 Fifth Ave., New York, N.Y. 10022
Actors and Artists	Associated Actors and Artists of America, 226 W. 47th St., New York, N.Y. 10036
Actuaries	Society of Actuaries, 208 S. LaSalle St., Chicago, Illinois 60604
Advertising Workers	Advertising Federation of America, 665 Madison Avenue, New York, N.Y. 10021
Aircraft Industries	Aerospace Industries Association of America, 1725 DeSales St., N.W., Washington, D.C. 20036
Airline Workers	Air Transport Association of America, 1000 Connecticut Ave., Washington, D.C. 20036
Architects	American Institute of Architects, 1735 New York Ave., N.W., Washington D.C. 20036

Occupation	Organization and Address
Architects, Landscape	American Association of Landscape Architects, 2000 K Street, N.W., Washington, D.C. 20006
Astronomers	American Astronomical Society, 516 Fifth Ave., New York, N.Y. 10036
Auctioneers	American Society of Auctioneers, 5326 Conde St., St. Louis, Missouri 63107
Bakers	American Bakers Association, 20 N. Waker Dr., Chicago, Illinois 60606
Bankers	American Bankers Association, 12 E. 36th St., New York, N.Y. 10036
Barbers and Beauty Operators	Associated Masters Barbers and Beauticians of America, 537 S. Dearborn St., Chicago, Illinois 60605
Bricklayers	Structural Clay Products Institute, 1520 18th St., N.W., Washington, D.C. 20036
Broadcasters	National Association of Broadcasters, 1771 N. St., N.W., Washington, D.C. 20036
Building Trades	A.F.L. & C.I.O., Building & Construction Trades Dept., 815 16th St., N.W., Washington, D.C. 20006
Chemists	American Chemical Society, 1155 16th St., N.W., Washington, D.C. 20010
Chiropodists or Podiatrists	American Association of Podiatrists, 3301 16th St., N.W., Washington, D.C. 20010
Chiropractors	International Chiropractors Association, 741 Brady St., Davenport, Iowa 52800
Coal Mining	National Coal Association, 1130 17th St., N.W., Washington, D.C. 20036
Compositors	Printing Industry of America, Inc., 20 Chevy Chase Circle, N.W., Washington, D.C. 20015
Decorators	American Institute of Decorators, 673 Fifth Ave., New York 10022

Occupation	Organization and Address
Dental Assistants	American Dental Assistants Association, 410 First National Bank Bldg., LaPorte, Indiana 46350
Dental Hygienists	American Dental Hygienists' Association, 100 E. Ohio St., Chicago, Illinois 60611
Dental Technicians	National Association, Dental Laboratories, 201 Mills Bldg., Washington, D.C. 20006
Dentists	American Dental Association, 222 E. Superior St., Chicago, Illinois 60611
Dietitians	American Dietetic Association, 620 N. Michigan Ave., Chicago, Illinois 60611
Electrical Workers	International Brotherhood of Electrical Workers, 1200 15th St., N.W., Washington, D.C. 20005
Engineers, Aeronautical	American Institute of Aeronautical Astronautics, 2 E. 64th St., New York, N.Y. 10021
Engineers, Agricultural	American Society of Agricultural Engineers, 420 Main St., St. Joseph, Mich. 49085
Engineers, Ceramic	American Ceramic Society, 4055 N. High St., Columbus, Ohio 43214
Engineers, Chemical	American Society of Chemical Engineers, 345 E. 47th St., New York, N.Y. 10017
Engineers, Civil	American Society of Civil Engineers, 345 E. 47th St., New York, N.Y. 10017
Engineers, Electrical	American Institute of Electrical Engineers, 345 E. 47th St., New York, N.Y. 10017
Engineers, Mechanical	American Society of Mechanical Engineers, 345 E. 47th St., New York, N.Y. 10017
Engineers, Mining, Metallurgical, and Petroleum	American Institute of Mining, Metallurgical and Petroleum Engineers, 345 E. 47th St., New York, N.Y. 10017
Engineers, Radio	Institute of Radio Engineers, 1 E. 79th St., New York, N.Y. 10021

Occupation	Organization and Address
Farmers	U.S. Dept. of Agriculture, Washington 25, D.C. 20250
Florists	Society of American Florists, Sheraton Park Hotel, Washington D.C. 20008
Foresters	Society of American Foresters, 704 17th St., N.W., Washington D.C. 20036
Forge Shop Workers	Drop Forging Association, 55 Public Square, Cleveland, Ohio 44113
Funeral Directors and Embalmers	National Funeral Directors Association, 135 W. Wells St., Milwaukee, Wis. 53203
Geographers	Association of American Geographers, 1785 Massachusetts Ave., N.W., Washington D.C. 20036
Geologists	American Geological Institute, 2101 Constitution Ave., N.W., Washington D.C. 20037
Hairdressers and Cosmetologists	National Hairdressers & Cosmetologists Association, 175 Fifth Ave., New York, N.Y. 10010
Home Economists	American Home Economics Association, 1600 20th St., N.W., Washington D.C. 20009
Hotel Workers	American Hotel Association, 221 W. 57th St., New York, N.Y. 10019
Insurance Agents	National Association of Insurance Agents, 96 Fulton St., New York, N.Y. 10038
Jewelers and Jewelry Repairmen	Retail Jewelers of America, 711 14th St., N.W., Washington D.C. 20005
Laundry Workers	National Institute of Drycleaning, Silver Springs, Maryland 20907
Lawyers	American Bar Association, 1155 E. 60th St., Chicago, Illinois 60637
Librarians	American Library Association, 50 E. Huron Ave., Chicago, Illinois 60611
Machinists, all-round	International Association of Machinists 1300 Connecticut Ave., Washington, D.C. 20036

Occupation	Organization and Address
Mathematicians	Mathematical Association of America, University of Buffalo, Buffalo, N.Y. 14214
Mechanics, Refrigeration and Air-Conditioning	United Association of Journeymen, Apprentices, Plumbing and Pipe Fitting Industries, 901 Massachusetts Ave., Washington, D.C. 20001
Medical Laboratory Technicians	Registry of Medical Technologists, American Society of Chemical Pathologists, P.O. Box 44, Muncie, Indiana 47344
Medical Record Librarians	Registry of Medical Record Librarians, 510 N. Dearborn St., Chicago, Ill. 60611
Medical X-Ray Technicians	American Society, X-Ray Technicians, 537 South Main St., Fond Du Lac, Wis. 54935
Meteorologists	American Meteorological Society, 3 Joy St., Boxton, Mass. 02108
Microbiologists or Bacteriologists	Society of American Bacteriologists, 19875 Mack Ave., Detroit, Mich. 48236
Musicians	American Federation of Musicians, 425 Park Ave., New York, N.Y. 10022
Nurses, Practical	National Association for Practical Nurse Educational Service, Inc., 535 Fifth Ave., New York, N.Y. 10017
Nurses, Registered	National League for Nursing, Inc., 10 Columbus Circle, New York, N.Y. 10019
Occupational Therapists	American Occupational Therapy Association, 250 W. 57th St., New York, N.Y. 10019
Opticians	Guild of Prescription Opticians of America, 494 Broad St., Newark, N.J. 07102
Optometrists	American Optometric Association, 7000 Chippewa St., St. Louis, Missouri 63119
Osteopathic Physicians	American Osteopathic Association, 212 Ohio St., Chicago, Illinois 60611
Painters and Paperhangers	Brotherhood of Painters, Decorators and Paperhangers of America, 217-219 N. 6th St., Lafayette, Indiana 47901

Occupation	Organization and Address
Petroleum Workers	American Petroleum Institute, 630 Fifth Avenue, New York, N.Y. 10020
Pharmacists	American Pharmaceutical Association, 2215 Constitution Ave., Washington, D.C. 20037
Photographers	Professional Photographers of America, 151 W. Wisconsin Ave., Milwaukee, Wis. 53203
Physical Therapists	American Physical Therapy Association, 1790 Broadway, New York, N.Y. 10019
Physicians	American Medical Association, 535 N. Dearborn St., Chicago, I11. 60610
Physicists	American Institute of Physics, 335 E. 45th St., New York, N.Y. 10017
Plastics Workers	Society of the Plastics Industry, 250 Park Ave., New York, N.Y. 10017
Plumbers and Pipe Fitters	United Association of Journeymen, Apprentices of Plumbing and Pipe Fitting Industries, 901 Massachusetts Ave., Washington, D.C. 20001
Psychologists	American Psychological Association, 1333 16th St., N.W., Washington, D.C. 20036
Railroad Workers	Association of American Railroads, Transportation Bldg., Washington, D.C. 20036
Real Estate Salesmen	National Association of Real Estate Boards, 36 S. Wabash Ave., Chicago, I11. 60603
Recreation Workers	National Recreation Association, 8 West 8th St., New York, N.Y. 10016
Restaurant Workers	National Restaurant Association, 1530 N. Lake Shore Dr., Chicago, Illinois 60610
Retail Grocers	National Association of Retail Grocers, 360 N. Michigan Ave., Chicago, I11. 60601
Secretaries	National Secretaries Association, 1103 Grand Ave., Kansas City, Missouri 64106
Social Workers	National Association of Social Workers, Inc., 95 Madison Ave., New York, N.Y. 10010

Occupation	Organization and Address
Speech Therapists	American Speech and Hearing Association, 1001 Connecticut Ave., Washington, D.C. 20036
Teachers, College and University	National Education Association, 1201 16th St., N.W. Washington, D.C. 20036
Teachers, Secondary Schools	National Education Association, 1201 16th St., N.W. Washington, D.C. 20036
Teachers, Elementary Schools	National Education Association, 1201 16th St., N.W. Washington, D.C. 20036
Truckers	American Trucking Association, 1616 "P" St., N.W. Washington, D.C. 20036
Veterinarians	American Veterinary Medical Association, 600 S. Michigan Ave., Chicago, Ill. 60605
Welders	American Welding Society, 345 E. 47th St., New York, N.Y. 10017

Business and Industrial Firms and Agencies

American Meat Institute, 59 E. Van Buren St., Chicago, Ill. 60605

Allis Chalmers Manufacturing Co., Public Relations Division, Milwaukee, Wis. 53201

American Petroleum Institute, 1271 Ave of the Americas, New York, N.Y. 10020

Automobile Manufacturers Association, 320 New Center Bldg., Detroit, Mich. 48202

Chamber of Commerce of the United States, 1615 "H" St., Washington, D.C. 20006

E. I. du Pont De Nemours and Co., Wilmington, Delaware 19898

Thomas Alva Edison Foundation, Inc., West Orange, N.J. 07052

General Electric Company, Educational Relations, Schenectady, N.Y. 12301

General Motors Education Department, Detroit, Michigan 48202

B. F. Goodrich Co., 500 S. Main St., Akron, Ohio 44316

Insurance Information Institute, 110 William St., New York, N.Y. 20036

National Association of Manufacturers, 2 E. 48th St., New York, N.Y. 10022

Business and Industrial Firms and Agencies

National Industrial Conference Board, 845 Third Ave., New York, N.Y. 10022

National Paint, Varnish and Lacquer Association, 1500 Rhode Island Ave., N.W., Washington, D.C. 20005

New York Life Insurance Co., Career Information Service, 51 Madison Ave., New York, N.Y. 10010

Phillips Petroleum Co., Bartlesville, Oklahoma 74004

Shell Oil Co., 50 W. 50th St., New York, N.Y. 10020

Standard Oil Co. (N.J.), 30 Rockefeller Plaza, New York, N.Y. 10020

United Air Lines, P.O. Box 8800, Chicago, Illinois 60666

TENTATIVE CAREER CHOICE QUESTIONNAIRE

1. Career Exploration Questions

   A. List two occupations in which you are interested.

      1.

      2.

   B. Use the available materials to answer the following questions concerning your two occupational choices.

      1. What are the principle duties in which you would be involved?

         Choice 1.

         Choice 2.

      2. Are opportunities available for advancement and what must you do to qualify?

         Choice 1.

         Choice 2.

      3. How many people are employed nationally in these professions?

         Choice 1.

         Choice 2.

      4. How many people are employed locally in these professions?

         Choice 1.

         Choice 2.

      5. What is the outlook nationally for future employment in these professions?

         Choice 1.

         Choice 2.

      6. What is the outlook locally for future employment in these professions?

         Choice 1.

         Choice 2.

7. What would your earnings be?

   Choice 1.

   Choice 2.

8. What would your hours be?

   Choice 1.

   Choice 2.

9. Check the boxes of the following chart that apply to your choices.

	College	High School	Trade School	Indoor	Outdoor	Mental Skills	Office Skills	Manual Skills
Choice 1								
Choice 2								

10. What are some of the special abilities you need to possess? (Such as academic, mechanical, artistic, etc.)

11. Do your choices (or one of your choices) require college education? If so do the colleges in your area have the necessary programs? List the colleges and universities which have the program and the tuition costs for one year.

    Choice 1.

    Choice 2.

12. Do your choices (or one of your choices) require a trade or technical education? Are such schools available in the state? List them and the cost of attending for one year.

    Choice 1.

    Choice 2.

13. Are there scholarships or loans available for students who wish to study for this career?

    Choice 1.

    Choice 2.

14. Is special licensing or certification required? What about joining a union or association?

    Choice 1.

    Choice 2.

15. What are some of the disadvantages connected with this job?

    Choice 1.

    Choice 2.

16. Will there still be plenty of jobs in these fields when you are ready to go to work, or are they jobs that are becoming obsolete because of automation or other factors?

    Choice 1.

    Choice 2.

17. Do your occupational choices fall into the same area as the things you like to do?

    List your highest Occupational Interest Inventory interest areas:

    _____

    _____

    _____

    _____

18. Using the above information rate yourself on the following scale. Circle the number which best describes your occupational choices in relation to your interests.

1	2	3	4	5
In most areas my choices match my interests	One of my choices matches my interests	In some areas both my choices match my interests	In some areas one of my choices matches my interests	None of my choices match my interests

19. List some of the reasons why you feel that you did or did not make good occupational choices.

Reprinted from M.A.C.E.

CAREER STUDY SHEET

Title of Job _____

Brief Description of Duties _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

What would this occupation require of me?

_____

_____

_____

_____

_____

_____

_____

_____

What education or training is required? _____

_____

_____

_____

_____

High School Classes Which I Need	
English	0
History	0
General Science	0
Physics	0
Chemistry	0
Biology	0
General Math	0
Algebra	0
Geometry	0
French	0
Spanish	0
Latin	0
Art	0
Music	0
Home Economics	0
Bookkeeping	0
Typing	0
Shorthand	0
Auto Mechanics	0
Metal Shop	0
Wood Shop	0
Mechanical Drawing	0
Physical Education	0
_____	0
_____	0
_____	0

Training Required	
On-the-job training	0
Special training	0
Trade School	0
Apprentice training	0
Business College	0
2-3 yr. Spec. trng.	0
College	0
Graduate	0
_____	0
_____	0
_____	0

What are the working conditions of the job? _____

_____

_____

_____

_____

_____

Hours _____

Salary _____

How do I enter this occupation? _____

_____

_____

_____

_____

What is the future outlook for this job? _____

_____

_____

_____

_____

_____

Are there related occupations? _____

_____

_____

_____

_____

Where can I find additional information? _____

_____

_____

_____

_____

JHNNY CAREERS SAYS:

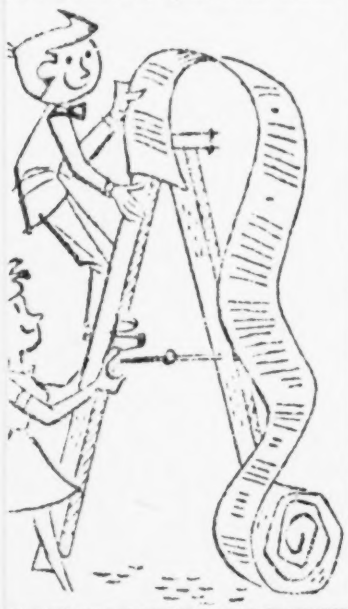
MY CAREER PLANNER

My Name .....

My Grade in School ..... Date .....

This Career Study Is on

MY DUTIES ON THE JOB



In this job my most common tasks would be (use active verbs and short phrases):

I may also need to do (other tasks related or unrelated to the main tasks):

WORKING CONDITIONS

Physical surroundings (noisy or quiet; indoors or outdoors; hot or cold; air conditioned, etc.):

Working conditions (steady, loss of time because of weather, seasonal, dangers, standing or sitting on job, odd hours, tiring, heavy or light lifting, etc.

PERSONAL QUALITIES I WOULD NEED FOR THIS JOB

Mental abilities and aptitudes needed (how much scholastic ability, mathematical, clerical, verbal, science, or mechanical aptitude, etc.

Physical requirements (active or sitting job; strength; height, weight, etc.):

Interest requirements (in machines, ideas, people, outdoors, etc.):

EDUCATION AND/OR TRAINING REQUIRED

Usual type of education—encircle one (business school — technical school — junior college — senior college — apprenticeship — special school

Years of education after high school—encircle one (1 - 2 - 3 - 4 - 5 - 6 - 7).

Experience background required:

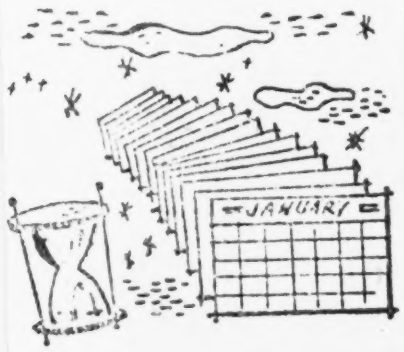
Other, less desirable, but acceptable ways of acquiring skills and/or knowledge:

EDUCATIONAL OR TRAINING OPPORTUNITIES

Names and addresses of schools	course length	yearly cost

Local employers having on-the-job training programs (if required for this job):

FUTURE OUTLOOK



Job outlook in next 10 years:

Long term outlook (beyond 10 years):

EARNINGS I COULD EXPECT

Median earnings (lowest earnings of 50% of all workers) ..... to ..... (per hour, year month). Lowest earnings reported ..... ; highest reported .....

Local earnings .....

If an apprenticeship, earnings of beginners .....

How would I be paid for overtime (time off — 1½ time; .....)

Fringe benefits—encircle (vacation with pay; overtime pay; holidays off with pay; sick leave; hospitalization paid wholly or in part by employer; pension plan

HOURS I WOULD WORK

Usual hours per day ..... ; number of days per week ..... ; number of hours per week .....

night work—encircle one (never — always — sometimes).

WHAT I LIKE ABOUT THIS JOB AND WHAT I DISLIKE

I LIKE	I DISLIKE

For me, the (advantages — disadvantages) seem to be greater—encircle one.

PROMOTIONS THAT WOULD BE POSSIBLE FOR ME

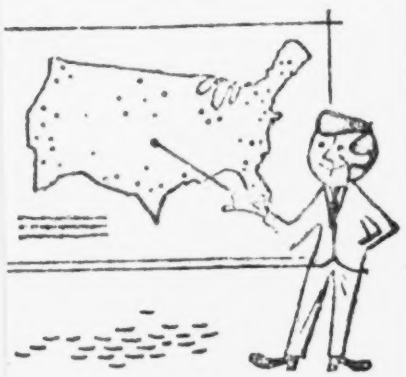
Titles of jobs up the promotional ladder:

beginning as a ....., I could possibly be promoted to .....

then to ....., then to ....., then to .....

Possibilities for the first promotion are (poor, fair, good)—encircle one.

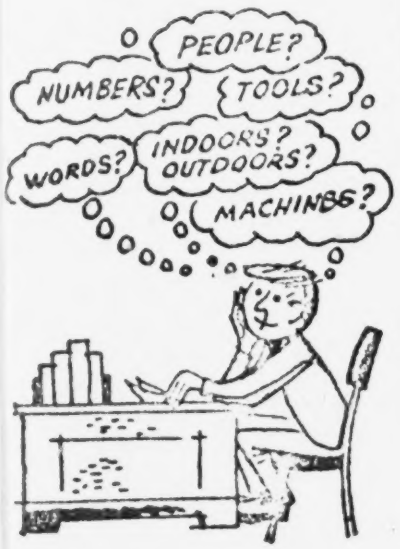
WHERE I WOULD WORK



Most workers in this career are found in—encircle one or more (cities, rural areas, all areas; offices, factories, other)

Specific cities, states, or areas where most workers are found (name them):

HOW I CAN MEASURE MY INTERESTS



While in School:

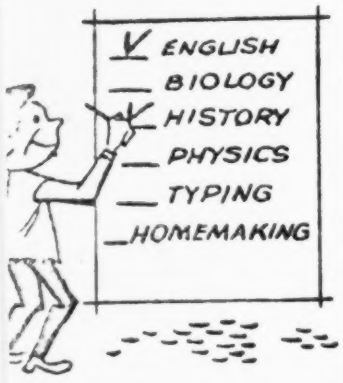
High school subjects I should like:

Of these courses I like:

Summer or part-time jobs that would help me measure my interest in this career:

Hobbies related to this career:

IGH SCHOOL SUBJECTS AND ACTIVITIES 'HAT COULD SERVE AS GOOD BACKGROUND



High school subjects I should take to meet the entrance requirements of the necessary school or college:

Other subjects that could prove helpful:

Hobbies and clubs that could be of value:

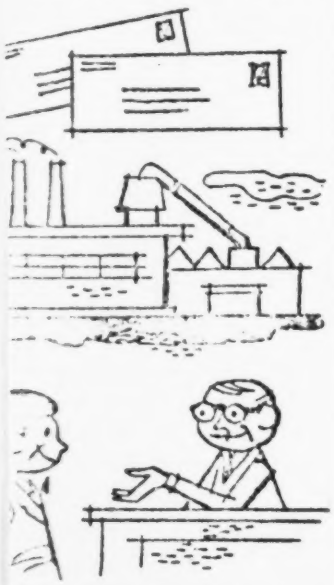
'HER RELATED CAREERS THAT I SHOULD NVESTIGATE BEFORE MAKING MY FINAL CAREER DECISION

Careers having similar tasks to the one I am studying (working with people, operating machines, etc):

Careers in the same industry requiring similar education or training:

Careers with similar working conditions, using same tools, etc:

WHERE I CAN GET MORE INFORMATION



Material to send for:

Title	Source	Address	Date	Price

Local places to visit:

Local workers to talk to:

"Prepared by Careers, Inc., Largo, Florida 33540
Single copies, 35¢; Multiple copy prices on request."

UNIT 9

Lesson 1

WHAT'S AT HIGH SCHOOL

Contents — Page Number

Vocabulary..... 735

Sample Sheet, "High School Subjects"..... 736

Sample Four-Year Programs..... 738

High School Courses of Study..... 739

High School Graduation Requirements..... 741

VOCABULARY

Define:

Extra-curricular Activities

Curriculum

Sequence

Semester

Prerequisites

Required Subjects

Elective Subjects

Unit

Sample Sheet
(for Pleasant Grove High School)*
"High School Subjects"

Language Arts

English 1, 2, 3, 4
English 1A, 2A, 3A, 4A
English 1B, 2B

English-Debate
Business English
Creative Writing
Remedial Reading

Debate
Graphic Arts
Journalism I (School Paper)
Journalism II (Year Book
Communications
French 1, 2
Spanish 1, 2
German 1, 2
Speech 1, 2, 3, 4

Social Studies

World History
American History
World Geography
Economics
Sociology
Psychology

Educational Occupational
Information
American Problems
Marketing
Office Education (See Business)

Mathematics

General Math
Stretchers and Shrinkers
Pre-Algebra
Algebra Elementary
Algebra Intermediate
Geometry, Plane

Geometry, Notion
Geometry, Vector
Advanced Math
Computer Math
Calculus

Sciences

Ag. Science 1, 2, 3, 4 - Ag. Shop
Environmental Biology
Biology 1, 2
Physics
Physiology

Geology
Chemistry
Earth Science
Electronics (See Industrial Arts)

Physical Education

Girls Programs:

Regular 9, 10, 11 Physical Education
Pep Club
Advanced Skills
Vikettes

Boys Programs:

Regular 9, 10, 11, 12
Athletics

Health

General Health (State Requirement)

ELECTIVE CLASSES

Business

Type 1, 2
Shorthand 1,2
Bookkeeping 1
Personal Shorthand
College Typewriting
Office Practice
Office Education
Business English (See English)

Homemaking

Clothing 1, 2, 3, 4
Foods 1, 2, 3, 4
Interior Decorating
Homeliving
Child Development and Teacher Aid

Agriculture (See Science

Ag. 1, 2, 3, 4
Ag. Shop
Welding

Shop

Shop 1, 2, 3, 4
Drafting 1, 2, 3
Electronics (See Sciences)
Building Trades or Carpentry

Music

Band
General Chorus
Girl's Glee
Madrigal

Art

General Art
Arts and Crafts
Commercial Art
Fine Arts
Graphic Arts (See English)

Instructional Media Technician

General Technician

* A complete description of each subject is included in the Pleasant Grove High School handbook for students, and such information should be available to students planning their high school course of study. Description includes units available for class, prerequisites, and description of class.

Sample Four-Year Programs

I. The first sample is a four year program for a girl who wishes to be a secretary:

Freshman Year	Junior Year
English 1	English III
History	Office Education
Science	Shorthand 2 and Transcription
General Math	Typing 2
Introduction to Business	Physical Education
Sophomore Year	**Senior Year**
English II	Business English
History	Office Practice
Shorthand 1	Bookkeeping 1
Typing 1	Elective
Business Math	
Health	

II. A boy wishing to take agricultural education or auto mechanics, etc., would substitute shop and automotive courses in place of the business subjects.

III. This sample is for students who are college bound, with an emphasis on art:

Freshman Year	Junior Year
English 1	English 3
History (American)	History (World)
Science	Trigonometry
Algebra	Foreign Language 2
General or Basic Art	Commercial Art
Sophomore Year	**Senior Year**
English 2	English 4
Psychology	World Geography
Geometry	Foreign Language 3
Foreign Lang. 1	Biology
Painting and Drawing (Art 2)	Art Elective
Health	

HIGH SCHOOL COURSES OF STUDY

College Preparation

1. Most colleges base acceptance on the ACT (American College Test) score and GPA (grade point average). The major portion of the ACT consists of four tests: English, mathematics, social studies, and natural sciences. Classes should be taken in each of these areas in high school, especially advanced classes.

2. Basic requirements for most universities and leading schools include at least: three years of English, two years of math (with algebra and geometry), two years of foreign language, two yearsof social studies, and one year of upper division science, with a laboratory course. Its good to have an additional year, each, of foreign language, advanced math and science. Leadership in club, government, athletics, etc., are also given consideration.

3. Must meet general high school graduation requirements.

General Education

1. Must meet general high school graduation requirements.

Vocational Education

1. Office Work - Almost all Utah high schools can offer interested students the basic skills and knowledges necessary for entry employment in an office job. The future of office work is very bright. Between 1966 and 1980 it is expected that the office work force will jump from 14.7 million to about 30.7 million. While some 20 million new jobs will be created during this period, some 8.2 million of them will be "teenage" jobs.

2. Marketing and Distributive Education - Last year a large number of high schools in Utah offered Marketing and Distributive Education to 1,200 students. Marketing and Distributive Education students earn while gaining work experience while completing their high school education. Major areas of classroom study include: salesmanship, principles of advertising and display, buying, merchandising knowledge, economics, and all areas of business operations. Students study and work in retail, wholesale and service businesses.

3. Health Occupations - An introductory course in the secondary schools provides an overview of the health occupation field and beginning preparation as a nurse or health aide. It offers guidance to the student in the selection of an occupation most suitable to his individual abilities, interests, and needs.

4. Industrial Arts Education - Industrial arts, an integral part of the total program of education, is designed specifically to help prepare individuals to meet the requirements of an industrial-technological culture. In this program, which involves study, experimentation, and application, students learn through participation in activities in which they use industrial-technical tools, machines, materials, and

processes, as well as language arts, mathematics, science, and social sciences in solving meaningful problems. Includes courses such as woodwork, metalwork, mechanical drawing, printing.

5. Agricultural Education - Agricultural education provides for specialized training in production agriculture, horticulture, agricultural equipment and mechanics, agricultural supplies and services, forestry, range and resource conservation. The high school program provides organized class instruction, laboratory experience, and supervised on-the-job experience for all segments of the agricultural industry.

6. Vocational Home Economics - Vocational Home Economics has two main purposes - training for homemaking and for gainful employment. Major areas of study in the high school homemaking programs include personal and family relations, home management, consumer responsibility, care and guidance of children, selection and care of the house (furnishings and equipment), clothing for individuals and families, food for families and maintenance of family health. Gainful employment programs are also organized leading to jobs in clothing services, food services, home furnishing services, institutional and home management services, and child care services.

7. Trade and Industrial Education - Trade and industrial education provides instruction for the development of basic manipulative skills, safety judgment and technical knowledge. It is designed to help youth acquire knowledge necessary to trade and industrial occupations. Some of the major job areas include: BUILDING TRADES - electricians, carpenters, and sheet metal workers; MACHINE TRADES - machinists, tool and die makers; ELECTRONICS - radio and TV repairmen and industrial electronics; AUTOMOTIVE - Auto mechanics, and auto body repair.

Vocational School Program (At Pleasant Grove High School)

The Alpine School District and the Utah Trade Technical Institute have worked out an arrangement whereby age 16 students may attend the Vocational School instead of regular high school providng they are interested in the courses taught at the Trade Tech.

The arrangement is for students who can meet their group requirements for graduation. A few students may be permitted to attend the vocational school on a half-day basis provided arrangements can be made. Students who attend the vocational school and receive sufficient credit may graduate from the local high school along with their classmates. The district will furnish tuition and transportation to students who qualify. Consult with your counselor and principal early in your high school career so that you can have the required classes completed by the end of your junior year.

High School Graduation Requirements (in Utah)

I. The State of Utah requires the following: (Grades 10 through 12)

Language Arts - 3 Units
One unit from among the subjects offered in the general area of language arts may be substituted for 12th grade English. These are listed under English courses offered.

Social Studies - 3 Units
One unit must be American History

Mathematics - 1 Unit
Algebra I taken on any grade level will meet the minimum math requirement for graduation from high school.

Science - 1 Unit
This may be either physical or biological science.

Health - ½ Unit
Physiology may not be substituted for health.

Physical Education - 1 Unit
Pep Club, marching group, and athletics receive credit here.

II. Student must earn a minimum of 16 contact units in grades 10, 11, and 12, and a minimum of 21 units when the 9th grade is included.

Credit will be based on the "Contact Unit." One unit is the amount of credit earned for completing one class that meets five days a week for the full school year. Other classes would be pro-rated accordingly.

UNIT 9

Lesson 2

REGISTRATION FOR HIGH SCHOOL

Contents

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Tentative Four Year Educational Program for High School.....	746

OWN SAMPLE HIGH SCHOOL PROGRAM

Fill In Your Four Year Program

Freshman Year Class	Units	Junior Year Class	Units
Sophomore Year **Class**	**Units**	**Senior Year** **Class**	**Units**

SAMPLE SCHOOL PLANNING SHEET

NAME _____ ADDRESS _____ PHONE _____

GRADE _____ BIRTHDATE _____

NAME OF PARENT OR GUARDIAN _____

Indicate which of the following high school courses you wish to follow:

College Preparation _____ Commercial _____

Technical & Trades _____ General _____

After high school my vocational plans are: _____

_____

_____

The following courses are available to the 9th grade students:

Required of all 9th grade students

1. English
2. Physical Education
3. World Geography ½

Classes offered as electives

1. French 1
2. German 1
3. Spanish 1 or 2
4. Algebra 1
5. Geometry
6. Homemaking (girls)
7. Shop (boys)
8. Agriculture (boys)
9. Seminary (Book of Mormon)
10. Band
11. Earth Science
12. Art ½ - General Math ½
13. Speech ½ & Chorus ½
14. Speech ½ & General Math ½
15. Art ½ & Chorus ½
16. Type

Your choice of classes for 9th grade

1. English
2. Physical Education
3. World Geography ½
4. _____
5. _____
6. _____

Make a careful extra choice in case the classes you want are too full.

7. _____
8. _____

SAMPLE OFFICIAL REGISTRATION NINTH GRADE 1971-72

Name _____ M___ F ___
LAST FIRST MIDDLE

Father's Name _____
Mother's Name _____
Date of Birth _____
Telephone No. _____

High School Graduation
Requirements 9-10-11-12

State requires 21 units
of credit 9th through 12th

3 units Language Arts
(10,11 English required)
2 units social studies
1 unit science
1 unit of math
1 unit of phys. ed. over 2 years
½ unit of health

(16 units in 10-11-12)

NINTH GRADE REQUIREMENTS

English 1 or 1A or 1B
Physical Education
World Geography ½

* Indicates either a prerequisite is needed or teacher's permission.

Class Offerings

Language Arts

English 1
CB English 1A
T-VB English 1B
Remedial Reading
*French 1
*German 1
Spanish 1
*Spanish 2
Speech 1

Science

CB Biology 1
Earth Science
Ag 1

Math

VB Pre-algebra ½
CB Elementary Algebra
CB Geometry

Social Studies

World Geography ½
Human Relations ½

General Electives

Book of Mormon
Type ½
Chorus ½
Art ½
Speech ½
Shop
* Ag
Homemaking 1
Band
* Stage Band
Human Relations ½
Vocational Information ½

REGISTRATION

1. English
2. Physical Ed.
3. World Geography, _____ ½
4. Book of Mormon _____
5. _____
6. _____
7. _____
8. Others
_____
_____
_____

CODE:
CB = College Bound
VB = Vocational Bound
T = Terminal (Not planning more formal education beyond high school.

NS AFTER HIGH SCHOOL
) WORK FULL TIME
) APPRENTICESHIP TRAINING
) ON-THE-JOB TRAINING
) TECHNICAL COLLEGE OR SCHOOL
) BUSINESS COLLEGE
) JUNIOR COLLEGE
) FOUR YEAR COLLEGE OR UNIV.
) MILITARY SERVICE
) BECOME A HOMEMAKER
) OTHER_____

RSES RELATED TO CAREER GOALS

TENTATIVE FOUR YEAR EDUCATIONAL PROGRAM FOR HIGH SCHOOL

9TH GRADE	10TH GRADE

11TH GRADE	12TH GRADE

ADUATION CHECKLIST: Eng. 10th__11th__12th__Am. Hist.__Soc.St.__Math__Science__
alth__P.E. (½)__P.E. (½)__ Electives_____

CAREER & EDUCATIONAL PLANNING CARD - DAVIS SCHOOL DISTRICT

ME_____ SOC.SEC. NO._____ BIRTHDATE_____
ILING ADDRESS_____ HOME PHONE_____
VING WITH: BOTH PARENTS_____ FATHER_____ MOTHER_____ OTHER(specify)_____
THER_____ OCCUPATION_____ BUSINESS PHONE_____
THER_____ OCCUPATION_____ BUSINESS PHONE_____
GHEST GRADE COMPLETED IN SCHOOL: FATHER_____ MOTHER_____

CAREER CHOICES:

9th Grade	10th Grade	11th Grade	12th Grade

TRA SCHOOL ACTIVITIES - ELECTIVE OFFICES HELD - SCHOLARSHIP - SPECIAL AWARDS

ECIAL INTEREST - HOBBIES - TALENTS

RK EXPERIENCE - SUMMER AND PART TIME

ST ANY PHYSICAL LIMITATIONS:_____

:ST DATA:

)UNSELING NOTES:

TUDENT INTERVIEW HELD EACH YEAR TO REVIEW CAREER GOALS AND EDUCATIONAL PLANS:

Student Signature	Student Signature	Student Signature	Student Signature
Counselor Signature	Counselor Signature	Counselor Signature	Counselor Signature

IVE YEAR FOLLOW-UP OF GRADUATES:
Suggested information for follow-up: current status, name/address changes, relationip of present activities to high school goals and preparation, salary information, id student comments on value of school courses, etc.)

IRST YEAR: FOLLOW-UP CONDUCTED BY _____ _____
Signature Date

ECOND YEAR: FOLLOW-UP CONDUCTED BY _____ _____
Signature Date

HIRD YEAR: FOLLOW-UP CONDUCTED BY _____ _____
Signature Date

OURTH YEAR: FOLLOW-UP CONDUCTED BY _____ _____
Signature Date

IFTH YEAR: FOLLOW-UP CONDUCTED BY _____ _____
Signature Date